

VOLUME XII

NUMBER 10

The A.T.A. Magazine

OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ALLIANCE, INC.

Magistri Nervi



Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE

ALBERTA SCHOOL TRUSTEES' ASSOCIATION

JUNE, 1932

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—H. G. Wells.

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The A. T. A. Magazine



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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XII.

EDMONTON, JUNE, 1932

No. 10

Annual Experiments in English

By Rosamond M. De Wolfe Archibald

In my experience of teaching English—a myriad-sided subject, surely!—I have maintained the assertion that I should rather have a pupil come to me with a bookshelf of Right Reading back of him than with the highest grade Diploma obtainable minus the bookshelf, and results at the end of our three years' college-preparatory course have justified my declaration.

Perhaps my classes in English Language and Literature at the Horton Academy of Acadia University contain a wider range of ages and tastes than any other of their particular status. Our school welcomes especially those whom we call delayed students, many of them nearer thirty than twenty and some even between the ages of thirty and forty, together with a goodly number of average High School age! My first question asked upon their entrance—my last, too, by-the-way—is “what have you read?” Inside a week, upon receipt of the answers, I have graded my pupils (in the neighborhood of 100 students of both sexes) and imagined their home background, an important factor in the matter of classification, upon which depends expected progress, and my private prophecy concerning each individual case has almost infallibly come true.

It requires more tact to change the taste for Wrong Reading than is allotted to a mortal teacher in one short life time; but a victory so gained marks a milestone along the rugged way, equalled in spiritual joy only by that of one who has snatched a soul from perdition! Give me the guidance of a child's Right Reading and I care not who may take care of the rest of his education. It is assured *ab initio*. I find no phrases adequate to express my thoughts on this vital matter.

In my language teaching, I have been driven to the invention of a new method whereby results may be swiftly realized especially in the cases of the mature minds which have come back from a world of enterprise to begin at the beginning again. There is no time—and precious little need—for the memorizing of formal grammatical rules. I have tossed overboard all such excess baggage! Assuming that speech is of greater moment even than written composition, I stress Spoken English by means of drills and games, bringing into use everything my students have ever studied or read in the realm of science, history, or literature. Idiomatic expressions are stressed in every imaginable way, such as by original over-the-telephone, over-the-tea-cups con-

versations, travelogues, and quick retort questions and answers. My famous-authors game requires a knowledge of a score of authors and their best known works; my famous-character game demands an intimate acquaintance with many of their works. It therefore becomes a matter of justifiable pride for a student of mine to boast, weekly, of the number of books he has read outside the regular study course. He soon begins to appreciate, if he is the fortunate possessor of such, a bookshelf at home and a book-loving parent. Shyly at first, but soon ardently, he tells of that home bookshelf, even sending back for his own copy of a book under discussion that he may lend it to a less fortunate classmate, it may be. I have even been waited upon, and justly so I fear, by a troubled colleague, who has reason to complain of the amount of time my pupils spend on reading to the exclusion of the preparation of some other subject! It is the most contagious disease known in our boarding school—Readingitis—if I may be allowed! and, when I reveal the fact that ninety per cent of my students have had to cultivate the germ after entrance, you will the better appreciate my joy in this.

In conclusion, therefore, let me attest to the fact that the student who, by means of reading and practice through speech, has acquired the widest range of vocabulary and the fullest acquaintance with the best in literature, all things else being equal, stands highest not only on the roll-call of marks at the end of the course, but also in the eyes of his fellow students. He is welcomed for further study in college, he is at ease in the expression of his thoughts in any course he may pursue; he has a key to unlock any door of knowledge in the kingdom of scholarship—he has Read!

—The Olive Beaupre Miller Club Quarterly.

* * * *

(Miss Archibald's article suggests the interesting work she is doing as professor of English and Literature at Horton Academy of Acadia University, Wolfville, Nova Scotia. Her efforts have taken a much wider scope, too. She is author of “Better English Games,” a Laboratory Manual of Better English, and the “King's English Drill,” a practical aid to spoken English with drills, exercises, games and conversations for use at home and in schools. These have been used in Canada, as well as in some schools of the United States.)

EDUCATIONAL RESEARCH DEPARTMENT

Edited by: G. F. HOLLINSHEAD, B.A. AND P. R. BRECKEN, B.A., SC.

SOCIAL STUDIES IN THE HIGH SCHOOL

By F. REILLY, B.Sc., M.A.

A wonderfully elastic term is "social studies." It may be stretched to include Chronology, Geography, Biology, Psychology, Economics, Political Science, Ethics, Sociology and History. On the other hand, it can be restricted to History alone; in which case it ceases to serve any useful purpose, except insofar as it reminds us that "History" is a far more comprehensive term than we are wont to give it credit for. The labels "History" and "Social Studies" can be taken as synonymous, identical and coextensive in sense and usage with one another.

Some enterprising educationists, whose ambition is to perfect the student's intellect by the end of Grade XI, advocate the consecration of one quarter of the high school student's time to the study of History, Economics, Government and Sociology. These, they claim, are the basic social studies, and should be hammered into the boys and girls before they leave Grade XI.

Such a proposal, it seems to me, is like asking the boys and girls to run before they have learned to walk. History, Economics, Government and Sociology are subjects for University work. The Matriculation student's social studies should be limited, I think, to Chronology and Geography.

My chief reason for thinking so is this: I have been through High School and University both, and all the Chronology and Geography that I know today doesn't amount to a hill of beans. Such ignorance is appalling; but I have all kinds of company in my misery. In this Province of Alberta, where people are taxed almost to tears for educational grants, it surpasses the belief of man that children should be sent out into the world with so little accurate knowledge. The cause for it is obvious; but we fail to see it for the same reason that we sometimes fail to see the forest for the trees. The children are asked to learn so much that they get only a smattering of many things and a thorough knowledge of none.

But it is hard to persuade the Department of Education to cut down the amount of material assigned to the various grades. The reasons why social studies should be limited to Chronology and Geography are many; their selection and summing up in a forceful and persuasive manner, however, is no easy matter. Such a reason, for instance, as "Reilly said so" wouldn't carry much weight with the curriculum-makers. But if we could show them where Aristotle said so, that would be a different thing. Then they might listen; for, as you all know, Aristotle is, in these matters, "the oracle of nature and of truth." Cardinal Newman says that he is, at any rate.

"Do not suppose, gentlemen," says the Cardinal, after quoting the great philosopher on a subject educational, "that in thus appealing to the ancients, I am throwing back the world two thousand years, and fettering philosophy with the rea-

sonings of paganism. While the world lasts, will Aristotle's doctrines on these matters last, for he is the oracle of nature and of truth. While we are men, we cannot help, to a great extent, being Aristotelians, for the great master does but analyse the thoughts, feelings, views and opinions of humankind. He has told us the meaning of our own words and ideas, before we were born. In many subject-matters, to think correctly, is to think like Aristotle; and we are his disciples whether we will or no, though we may not know it."

In quoting this eulogy of Aristotle I am motivated by a desire to show Newman's great admiration of the ancient Philosopher, and thus to justify to some extent my own great reliance on Newman, the avowed disciple of Aristotle. I don't know that Aristotle ever laid down anything specific concerning social studies; but Newman has, and Newman was probably guided by the reasonings of Aristotle.

Chronology and Geography are all the social studies that the Cardinal will allow to High School students. That is the conclusion at any rate, that I draw from the following remarks which seem to bear upon this question.

"I hold very strongly," says he, "that the first step in intellectual training is to impress upon a boy's mind the idea of Science, Method, Order, Principle and System; of Rule and Exception, of Richness and Harmony. This is commonly and excellently done by making him begin with Grammar; nor can too great accuracy, or minuteness and subtlety of teaching be used towards him, as his faculties expand, with this simple view. Hence it is that critical scholarship is so important a discipline for him when he is leaving school for the University. A second Science is the Mathematics; this should follow Grammar, still with the same object, viz., to give him a conception of development and arrangement from and around a common centre. Hence it is that Chronology and Geography are so necessary for him, when he reads History, which is otherwise little better than a story-book. Hence, too, Metrical Composition, when he reads Poetry; in order to stimulate his powers into action in every practicable way, and to prevent a merely passive reception of images and ideas which in that case are likely to pass out of mind as soon as they have entered it. Let him once gain this habit of method, of starting from fixed points, of making his ground good as he goes, of distinguishing what he knows from what he does not know, and I conceive he will be gradually initiated into the largest and truest philosophical views, and will feel nothing but impatience and disgust at the random theories and imposing sophistries and dashing paradoxes, which carry away half-formed and superficial intellects." Newman brought his own intellect to a very high state of perfection, and consequently I feel that he is a guide to be trusted respecting the steps which have to be taken in order to attain perfection

of the intellect. According to him the first step is to secure a firm foothold upon the fundamentals: Grammar, Mathematics, Chronology and Geography (considered as one subject) and Metrical Composition. These four branches of study are calculated to take up the boy's whole study-time; one quarter of this time would, I assume, be given to Chronology and Geography, merely as a preparation for the reading of History. In specifying these subjects, Newman was thinking of a boy who is leaving school for the University. One might infer that he did not expect a boy to really read History until after he had reached University. Newman is willing to go slowly, for he knows that the climb to the heights is long and arduous. Perfection of the intellect is not attained in High School. "That perfection of the intellect, which," as Newman says, "is the result of Education, and its Beau Ideal, to be imparted to individuals in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it. It is almost prophetic from its knowledge of History; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres." This, you'll agree, gentlemen, is a height to which one does not climb in a day, nor yet in four years of High School. If the High School student can get a grasp of Chronology and Geography firm enough to enable him eventually to get a grasp of History such as is herein postulated, he will have done very well indeed.

There is a parallel which comes to mind, a sort of vertical parallel, between attaining to that perfection of the intellect as above described, and climbing to the summit of a high mountain. Public School, I would say, takes you about one quarter of the way up; High School, about half-way; University, three-quarters of the way; and the rest of your days are spent in trying to scale the heights. There is no short cut to the top; although a great many educationists are searching diligently in a vain effort to locate one. And there is no sense in expecting the High School student, from his position on the side of the mountain, to get the clear, calm, accurate vision of the man at the top. But this, it seems to me, is more or less what is being expected by those who are asking place on the High School curriculum for History, Economics, Government and Sociology.

Chronology is the science of computing dates; the arrangement of events with dates. Columbus discovered America in 1492. That is Chronology, I take it. How much of that sort of thing a boy should be required to memorize is ever a fruitful source of controversy. "The Forum Magazine" recently appealed to H. G. Wells for his opinion on the subject, and asked him to submit a list of the twelve most important dates in History.

Wells was unable to hold himself down to a dozen; he offers fifteen, and apologized for leaving the Christian Era off the list. "It is there by implication," says he, "It is understood. I think

our children ought to know the fact that the date of the birth of Jesus of Nazareth is, paradoxically enough, 4 B.C. It will help them to realize the indistinctness that still hangs over that phase of history. It is an illuminating date but not a cardinal one, and I shall not put it on my list."

He gives us 44 B.C., the death of Caesar. "This date," says he, "we must fix. Remembering the year of Caesar's death will put the close of the Roman Republic, the opening up of Gaul and Britain, and a world-wide system of historical facts into their proper time relations."

Putting a world-wide system of historical facts into their proper time relations is, I would say, the plan and purpose of Chronology. Putting this same system of historical facts into their proper place relations should be, I would think, the principal plan and purpose of Geography. And it is altogether fitting and proper that these two studies should go hand in hand.

"Quite early," says Wells, "children should be taught to think of history as happening in certain blocks of years—in blocks let us say of a thousand years."

I would add that the children should learn at the same time to think of history as happening

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on the face of this earth—that the stage remains the same, although the players for the most part have been laid away.

"Let the children subdivide the thousand years B.C.," continues Wells, "into century blocks and learn in centuries. Olympic games and Rome and Carthage all started unaware of each other in that 8th century, and the 6th century was the age when the first world religions were taught by Buddha and Confucius and Lao-Tse. The 5th century was that in which Persia thrust Babylonia and Nineveh off the stage; the century of Cyrus, Darius I, Xerxes. The 4th century was Greece in its splendor and then Macedonia. But thereafter the dates begin.

"323 B.C. . . . The death of Alexander . . . I feel obliged to fix Alexander with a date. His career is really a turning point in history, and his early death is catastrophic."

"323 B.C. is the first date of the fifteen that Wells lists as the greatest dates in history; 1917, the two Russian Revolutions, is the fifteenth.

"The Forum" also invited Will Durant to hand in a list of the twelve greatest dates in history. Durant confined himself to twelve, remarking:

"I should hardly be content to have my pupils know only twelve dates; and I presume that the choice of this Baker's number was not intended to suggest an optimum, but rather a minimum . . . dates, let us say, that every Baker should know. How many dates a man should carry with him will depend, of course, on his functions and purposes. A Farmer might do his job very well, and bring up a fine family, with no other date in his head than that of the State fair; but a man con-

demned to the intellectual life, precluded from the deepening contacts of experiment and action, ought to have sufficient knowledge of man's chronology to give him, as some poor substitute for wide personal experience, that historical perspective which is one road to philosophy and understanding."

Durant's selection of dates is typical of the man himself, scoffer and iconoclast, avowed disciple of Voltaire, and one who feels himself "condemned to the intellectual life." He starts out with 4241 B.C. the introduction of the Egyptian calendar . . . "this date in history," says he, "is sufficient to cause some disturbance to fiercely orthodox souls who believe with Bishop Ussher that the world was created in 4004 B.C. To accept the testimony of Egyptologists that a calendar existing on the Lower Nile two hundred and thirty-

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seven years before the creation of the world might serve as a fertilizing shock to any virgin mind."

He then proceeds to the death of Buddha, 543 B.C., the death of Confucius, 478 B.C.; the death of Socrates, 399 B.C.; and so on to the French Revolution, 1789.

"The French Revolution," says he, "must be taken not as a single self-contained event, but as the political signature to economic and psychological facts that had accumulated for centuries. Perhaps it began in 1543, when Copernicus published his book on the Revolution of the Celestial Orbs: for then began the twilight of the gods and the liberation of man. Cast here upon this petty earth, no longer the centre of things but an incident, forced to realize that humanity is an interlude in Biology, Biology an interlude in Geology (as any earthquake will remind us) and Geology an interlude in Astronomy, man was left to shift and think for himself. Thought became free and boundless and fought its way out of superstition and ecclesiasticism to the time when a whole age would be named after a writer, and Voltaire might say, 'I have no scepter but I have a pen.'"

Durant has been called the modern Voltaire; he certainly has a facile pen, is well versed in ancient lore, and wields a considerable influence of a pernicious sort among men of half-formed and superficial intellects. If the study of History had the effect of producing only men like Durant and Wells, I for one would be inclined to abolish History from the schools. But I realize there will ever be men who, in spite of continued studying, never can come to an understanding of the truth. They are more to be pitied than blamed.

The great trouble is to find a History book written by men humble enough to leave themselves out of the picture, men able to forget for a while their own little prejudices and biases and intolerances. For men like Durant and Wells are, after all, just as tolerant in their own way as ranting prohibitionists and fundamentalists are in their way. That which chiefly differentiates Wells and Durant from these other people, is the fact that Wells and Durant have progressed a little farther along the road to philosophy and understanding; but neither of them had yet reached the heights which will lift them above littleness and prejudice.

If we could find a man or a group of men who would write for us an outline of World History based on the plan suggested by these lists of greatest dates published in "The Forum Magazine," dates that serve as pegs wheron to hang subsidiary facts, a book that would give us a perspective of the whole, without burdening us too much with details, and avoiding private views and opinions entirely, methinks we would have in such a book material sufficient to occupy profitably one quarter of a High School student's time. I quite agree with Wells that we want a world-wide History. "The History of Mankind," says he, "is one; there is no 'national' history, there are only national lies." And it would be well if the same man or group of men who write our world-history-book would construct at the same time a world-geography complementary and supplemental to the panoramic history-book.

"Champlain founded Quebec in 1608" is only

half a picture; it has to be supplemented or completed by the vivid portrayal of that great waterway now known as the St. Lawrence River, and some suggestion must be given of the contrast between the great wilderness that existed there at that time and the populous city that now crowns the heights above the shore where Champlain first pitched his camp some 300 years ago.

But until we can get a history-book and a geography such as I propose, we must be content to carry on with such histories and such geographies as are now available. And we have in these—never doubt it—material sufficient to occupy profitably one-quarter of a High School student's time, without adding to an already overburdened curriculum such subjects as Sociology, and a host of other so-called social studies.

WORLD PEACE STANDS OR FALLS ON EDUCATION

At the present moment we have no sort of educational philosophy. We make not the slightest attempt to teach children the truth about the general ideas they employ or to introduce them to the actual meaning of words. They come to think of countries as being of the same sort of order of things as human persons.

"They see the whole of international affairs as dramas between personalities of that kind, a delusion very congenial to the human mind. In the Middle Ages they called such an attitude realism, the realistic philosophy. We ought to insure, and in the modern world we are supposed to, that our teaching is based on the scientific treatment of things, and our children ought to be guarded against the delusion of this realism. They should be taught that history is not a battle between personifications. International affairs are not a struggle in which nation-persons try to get the better of each other.—H. G. WELLS.

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ALBERT THOMAS AND THE INTERNATIONAL LABOR ORGANIZATION

In the demise of Albert Thomas, the International Organization at Geneva suffers a heavy loss. Director of the International Labor Organization since its inception, he has been not only its able administrator and executive head, but a main source of its inspiration as well. It was the urge for human justice working through a socially minded body of men that brought into being this branch of the League of Nations known as the I.L.O.

"If the capital of a great institution consists of sympathy, faith and hope, it cannot be said that the I.L.O. began its task with insufficient capital. It was born at a time when a great stirring of hope quivered in the hearts of all those who cherished a desire for social justice." These are the words of the late director who fed its life in the incipient stage, was present at its birth, and carefully nurtured its early days and guided its course amid shoals and dangers of an uncharted sea, with a skilful hand. A steady burning fire of enthusiasm, a ceaseless energy, a high faith in the "spirit of humanity," in the "innate sense of decency" deep seated in the minds of men, added to a wide sweep of intellect, enabled him to pursue a steady course in the troubled waters of Internationalism. One writing of him in "The Living Age," says, "He has succeeded in an amazing degree in divorcing the social and economic from the political." And his success is due, it seems to me, as much to the magnanimity of his nature, as to the depth and compass of mind and clearness of perception. He showed himself to be "that rare thing, a magnanimous victor." "If," says that same writer, "one may realize that the League of Nations symbolizes a new order in the world, the man who most nearly represents it is M. Albert Thomas, Director of the International Labor Organization." A man of high purpose and rare understanding, he envisioned a new world founded on more equal justice, and in his official capacity did much to blaze a trail leading to that goal. His death, at the age of fifty-four, is a matter of deep regret.

Co-operation is the underlying principle upon which international action is built up. It is this law, fundamental in all life, that forms the rock foundation for the I. L. O. The appalling condition of the working people, following in the wake of the industrial revolution, stirred to action leading spirits in several European countries, to seek through international channels the removal of injustices. Throughout the 19th century, beginning in the second decade, men who felt deep and strong the sense of human brotherhood, had made appeal across national boundaries for "the introduction in all countries of measures for the protection of the labourers against the ignorance and

exploitation of which they are victims." A leading French economist in 1838 said, "Treaties have been made between this power and that for the purpose of promising to kill men. Why not make treaties to preserve life and to make it happier?"

These great humanitarians of the 19th century, of whom Pope Leo XIII was a leading spirit, stretched hands across national boundaries. Pope Leo writes to one like-minded with himself, "The protection given the workers would obviously be very imperfect if secured only by national legislation, for, an account of great international competition, the regulation of Labor conditions here or there would lead to the expansion of industry to the detriment of another." It followed that in 1900 an international association for labor legislation was formed at a conference in Paris. This association had committees in 14 states. M. Milérand, a noted Frenchman, was chairman, and on the French committee, Albert Thomas served. The new association set up permanent headquarters at Basle. Even throughout the war its work went on, and it continued to publish and send out its bulletins in French, English and German without interruption from 1901 to 1920. This association is the root from which the I. L. O. springs.

The war over—the Peace Conference in session, one of its first acts was to appoint an industrial commission, consisting of representatives of the chief industrial nations. The result was Part XIII of the Versailles Treaty, which sets up the machinery for the International Labor Organization, and lays down the general principles in nine clauses, which constitute the "Labor Charter."

All states members of the League are *ipso facto* members of the I. L. O. Germany, though not of the League until 1926, was a member of the I. L. O. from the beginning, and members such as Brazil, which have resigned from the League, retain membership in the I.L.O.

Each state member is entitled to four delegates—two representing the Government, one the Employers, and one the Employed. These meet in sisting of a staff of about 400 from 30 or more conference and collects and distributes authoritatinalities, prepares the groundwork for the conference and collects and distributes authoritative information on Industrial and Labor conditions throughout the world.

At these conferences the recommendations and conventions voted by the conferences are submitted to each member state, to the end that equality of progress among the nations towards "social justice" may be made possible. Conventions adopted by national legislatures of the state members form an evolving body of international law.

The office makes a study of the progress in social legislation in the various countries. It collects laws dealing with Labor throughout the world, translates and distributes them in three

languages. In the words of the late Director, the office forms a "Watch Tower" for observation and a "Service Station" for distribution of information in regard to progress made towards the great aim and ideal of the I. L. O.—the establishment of social justice as the only foundation, the bed rock upon which a warless world can be built. Under the wise direction of its late Head, the I.L.O. has done much to form a world opinion ready to rally to the support of its ideals.

* * * * *

Armaments in 1931 would have built 20 railways across the continent of Asia, or 16 Panama Canals—From the "World's Work."

* * * * *

"*Recovery the Second Effort*," is the somewhat suggestive title of a book on the World Economic Situation by Sir Arthur Salter. Sir Arthur is an international figure, served for several years as director of the economic section of the League of Nations, a position which has lent prestige to his name. Economics, long a dry as dust subject, has in these troublous times attracted many pens, and the output from these pens, many readers. Economists are quoted. Their advice is sought but not followed. Their opinions are broadcast, but ignored in action. This late book of Sir Arthur Salter's that points to the road to recovery ranks among the best sellers among non-fiction productions. Along this road Sir Arthur charts the Restoration of International Credits through creating a central committee for supervision of loans—a monetary system, worldwide in character, based on the gold standard and worked through a central bank—the gradual reduction and final abolition of tariffs. Also for the purpose of economies and the adjustment of production to needs and demands, an international organization of industry.

Norman Thomas, socialist candidate for President's seat in the last presidential election in the U.S.A. has placed his reading of the present world tangle before the public in a book entitled "As I see it." He suggests more drastic changes, and points to other causes for the tie-up of industry than the British economist. It is the lust for profits, he says. Until this system founded on profits is abandoned, economic planning, this writer thinks, will avail little. He says "Before society can plan for general use rather than for private profit, it must own or at least control the vital economic enterprises for which it plans."

Economists seem agreed that co-operation among the nations is essential in this age when national boundary lines are obliterated by airways and the world-encircling radio. The substitution of international goodwill, for the fear and suspicion that at present exists—this road to recovery must be along the *Highway of Goodwill*.

* * * * *

Skidding seems common on the world highway of the Gold Standard—The latest victim, Greece. Experts and economies were of no avail—too high and too narrow, the national motorists had to seek a lower level, so says Venezelos.

* * * * *

"Eight thousand teachers in Mexico have begun the formation of a National Teachers' Union,

which is considered as the first important teachers' assembly ever held in the Republic."

* * * * *

Excerpt from the Pope's Encyclical:

Charitas Christi—Christ's Charity—"The causes of the present evils that are crushing humanity are: greed; the accumulation of the wealth of nations in the hands of a small group of individuals; exaggerated nationalism; unequal distribution of wealth; communism, and the revolt of man against God.

From greed arises the mutual distrust that casts a blight on all human dealings. A small group of the holders of the world's wealth manipulated markets of the world at their own caprice to the immense harm of the masses. Even those very few who were and are in great part a cause of so much woe, are themselves quite often the first and most notorious victims, dragging down with themselves into the abyss the fortunes of countless others."

The Imperial Economic Conferences

Ever since progressive British statesmen recovered sufficiently from the loss of the American colonies to conceive of the possibility of perpetuating the British Empire through a closer integration of its component parts much thought has been given to the subject.

The solution for its political integration was found in the new colonial policy enunciated almost a century ago by Lord Durham. He pointed out that future relationships must be based upon the principle of unity through the recognition of local autonomy—a policy that recently reached its consummation in the terms of the Westminster Act. In spite of certain adjustments in India, Ireland and South Africa still to be worked out, the problem of political integration has been solved.

But of equal, if not greater, importance to the future welfare of the British Commonwealth of Nations is their economic integration. This problem is to engage the attention of the Imperial Economic Conference which meets at Ottawa next month. The primary object of the conference is to stimulate inter-Empire trade by exchanging as far as possible the surplus products of the primary industries in the Dominion for the surplus of manufactured products in Great Britain. This, it is thought, will be secured by a system of preferential tariffs so adjusted as not to antagonize those foreign markets that are still necessary for the absorption of products in excess of the assimilative capacity of the Empire.

The solution of this problem has already been attempted at the former Imperial Economic Conference in London. Here, although a sufficiently unanimous agreement was not reached to formulate any acceptable programme, the conference did emphasize those difficulties that have to be harmonized before a solution can be found.

Since then, however, certain changes have occurred that have a bearing on the situation. Great Britain has abandoned her Free Trade policy for one of modified protection and as a consequence is in a better position to offer concrete advantages to the other sections of the Empire. Moreover, economic groupings among foreign nations have caused Great Britain to attach greater importance to inter-Empire trade. Increases in the duty

against Canadian lumber, coal and copper by the U.S. Congress and the recent activities of Japan in the Far East have tended to quicken the interest of Canada and of the Pacific Dominions in the conference.

As a consequence there seems to be a tendency on the part of all to approach the conference not with any narrow, ready-made nationalistic policies, but rather with an open mind for the consideration of the best interests of the Commonwealth as a whole.

All the Dominions have accepted Premier Bennett's invitation to attend the conference and all but the Irish Free State and New Zealand have announced their representatives. Great Britain is sending an exceptionally strong deputation. This is headed by the Rt. Hon. Stanley Baldwin, Lord President of the Council, who at the present time has attained the height of his political influence, not only because he is the leader of the most numerous group in the National Government, but because his tariff policy of modified protection that cost him a general election, has now received national vindication. He comes to the conference thoroughly conversant with the interests of the British manufacturer and agriculturist. He is ably supported by the Rt. Hon. Neville Chamberlain, Chancellor of the Exchequer, the chief exponent of protection; the Rt. Hon. Walter Runciman, President of the Board of Trade, who represents the Liberal section of the National Government; Sir Philip Cunliffe-Lister, Secretary for the Colonies who, although under 50 years of age, has already held responsible positions in the Coalition Government of Lloyd George and in both the

Baldwin administrations. He has specialized in the subject of inter-Empire trade and is regarded as one of the best authorities on this subject. Lord Hailsham, Secretary of War, at present noted as the most formidable cross-examiner in contemporary practice with an amazing capacity for the assimilation of facts and figures. The Rt. Hon. J. H. Thomas, Secretary for Dominion Affairs, who enjoys the reputation of a most capable negotiator, represents the labor group in the National Government.

Canada has a special interest in the Conference in that she is playing hostess to the visiting Dominions, being responsible for their entertainment in the intermissions between the strenuous business sessions. She has also prepared herself for an accurate expression of Canada's interests by collecting all available data through touring representatives of the Canadian Chamber of Commerce. This material will be available for her representatives and will express the possibilities of Canada's greater participation in the Empire markets.

It is to be hoped that from the combined wisdom of the statesmen present, the broad principles of an economic policy may be formulated that will serve the economic interests of the Commonwealth as truly as that enunciated by Durham has served its political interests.

Dear Teacher:

Katie is not going to school now because she has something like Steve Kostiniuk around her neck.

Yours truly,

George Smith.

NOTICE

Members will shortly be advised by the Secretary, of the outcome of the negotiations between the Portage la Prairie Mutual Insurance Company and their executive in respect to the Group Fire and Automobile Insurance proposal which has been held under consideration for some time.



No doubt many of our members will soon be leaving on holiday trips and the matter of automobile insurance will be receiving their attention.

It is to be hoped that members will avail themselves of this service in the event of a satisfactory arrangement being reached, as substantial savings are offered by this Company.

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Local News

BLAIRMORE

Following a good-will visit from Mr. J. W. Barnett, General Secretary of the Alberta Teachers' Alliance, when he addressed the teachers of the Blairmore school on the aims and objects of the Alliance, and the need of teachers for an organization, a local of the A.T.A. was formed, and, although the membership does not include the complete personnel of the teaching staff, it is expected that all will have joined before the next meeting.

At the first meeting of the local, held on May 17th, a very lively interest was shown in the activities of the A.T.A., and in pedagogic matters in general. The subsequent meetings will be held on the first Tuesday of each month in the staff room of the school.

An executive was elected as follows: Mr. S. White, President; Miss Barbara Valetsko, Vice-President; Miss Kathleen Tompkins, Secretary-treasurer; Mrs. C. Fleming, Press Representative; Mr. D. McPherson (principal), Representative to the School Board.

CALGARY

Annual Meeting of the Calgary High School Local

The annual meeting of the Calgary High School Local of the A.T.A. took the form of a luncheon in the Elizabethan Room of the Hudson's Bay Store on Saturday, May 14th. Mr. H. G. Beacom, the President, was in the chair.

The speaker for the occasion was Dr. E. W. Coffin, Principal of the Provincial Normal School at Calgary. He gave a very enjoyable and instructive address, which was of special interest to High School teachers. He questioned the advisability of giving such time-honored subjects as Latin and Mathematics so prominent a place on our curriculum and maintained that such subjects as History, Economics and Ethics, which touch more closely students' later lives, are of far greater educational value.

The report of the Secretary-Treasurer, Mr. A. J. E. Liesemer, indicated that the Association is in a flourishing condition. The following officers were elected for the coming year: President, E. J. Thorlakson; Vice-President, Miss M. C. Giles; Secretary-Treasurer, J. M. Ireton; Representative to the National Council of Education, Miss I. Breckon; and Press Representative, Mr. F. F. Hollinshead.

CALGARY

The regular general meeting of the Calgary Public School Local of the A.T.A. was held in Central School May 2nd, at 4.30 p.m.

There was a very large attendance. A short business meeting was followed by an able and excellent address by Dr. E. W. Coffin of the Provincial Normal School, his subject being "Old and New Concepts of Education." A very hearty vote of thanks to Dr. Coffin was moved by Miss Norton and seconded by Miss Ferris.

The meeting adjourned.

COLEMAN

The Coleman A.T.A. Local met on Tuesday, April 19. Mr. J. Cousins, the President, occupied the chair.

It was decided that the next meeting be a social one, and that the School Board be invited.

Following the business period, Miss A. Yuill gave a paper which began with a very amusing medley of Current Events and finished with a serious description of the Irish situation.

* * * *

Coleman Local Entertains School Board

On the evening of May 10 the Coleman Local Branch of the Alberta Teachers' Alliance entertained the members of the School Board. An interesting program was presented:

Miss A. Yuill—Quips.

Quartet—Misses A. Yuill, B. Dunlop, E. Haysom, and Mr. J. Cousins: "Go Lovely Flower" and "Love Dream."

Miss M. M. Powell—Piano Solo: "La Fileuse" (Raff).

Mr. J. Cousins—Solos: "When Love Is Kind," and "Down Here."

Mr. D. Hoyle—Address: "Is Our Educational Foundation Slipping?"

Community Singing.

Miss E. Haysom—Reading: "A Mistake."

Mr. J. Cousins—Solos: "Vale," "I Love Thee."

At the conclusion of the program the trustees—Messrs. J. Allan, W. Antrobus, F. Barringham, R. Sudworth, and W. Holly—each spoke briefly. Refreshments were then served. The evening closed with the singing of "God Save the King."

EDSON

Empire Day School Programme

A large and interested audience viewed the Empire Day programme presented by the Edson Public and High School children on Monday afternoon, May 23rd, in the park. Over four hundred pupils assembled before the grandstand to salute the flag and sing "O Canada." When they withdrew the primary class took part in a "Children's Dance." This was followed by club swinging by the High School girls, a demonstration of Physical Training, a Canadian Historical Pageant, a Hickory Dickory Dock rhythmical dance, a Folk Song and Dance, and red, white and blue Wand Drill. The final item was a British Empire Pageant by the students of Grade VIII and the High School.

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GRIMSHAW

The teachers in and around Grimshaw will be pleased to learn that a Local Alliance has been formed at that centre. The Executive is as follows: President, Wm. D. Cutsungavich, Warrensville; Vice-President, James Humphries, Grimshaw; Secretary-Treasurer, Miss May Craig, Grimshaw. All teachers of the vicinity are invited to get in touch with the Secretary. Meetings are held the second Saturday in each month.

LETHBRIDGE

The Annual General Meeting of the Local Teachers' Alliance was held on Wednesday, April 27, in Westminster School with a representative attendance. After refreshments had been enjoyed by those present the important business was proceeded with.

Reports of the President, Secretary and Treasurer were read and showed an exceedingly active year with an increased membership and much valuable work done, one of the outstanding features of the year being the spirit of co-operation existing between the Board and the teachers.

The following officers were elected for the ensuing year: President, Mr. George Watson; Vice-President, Miss V. Gray; Secretary, Miss Jean Jackson; Treasurer, Mr. P. J. Collins; Representatives: Bowman School, C. McEachern; Fleetwood School, H. Redmond; St. Basil's School, E. Vase-lenak; Collegiate, L. A. Walker; Central School, L. Cusler; Galbraith School, B. Bernard; Westminster School, Miss K. Jones.

Reports were received from the delegates to the Annual General Meeting held during Easter week at Calgary. Mr. Walker praised the work of the General Secretary and the Executive and spoke of the improved relations with the Executive of the Trustees' Association, Dr. Staples of Stettler of the latter organization receiving praise for his co-operative attitude. Miss Miquelon referred to the 42 resolutions dealt with, 31 of which were carried, such matters as cumulative sick pay, pensions, statutory minimum salary and so on, being emphasized. Alberta is now the only province in Canada which has made no provision for its teachers retiring through age or breakdown. Miss Reid dealt with the inspiring addresses of Dr. Alexander, Dr. Anderson and others.

The meeting concluded with a hearty vote of thanks to the teachers of Westminster School for their hospitality.

MAGRATH

A meeting of the Magrath Local was held on April 4th. The entire meeting was given over to the report of the Easter Convention. The proceedings of the convention were made very clear and interesting to us by our delegate, Mr. Grant Woolley.

RAINIER

We are very pleased to announce the formation of a Local at Rainier, under the following Executive: President, Miss Helen O'Brian; Vice-President, Miss Echo Ewing; Secretary-Treasurer, Miss Florence Anderson; Press Representative, Miss Mildred Anderson. Teachers of the vicinity are cordially invited to get in touch with the Secretary whose address is Scandia, Alberta.

WHEATLAND

A group of teachers met in Alliance Friday evening, April 15th, at a banquet sponsored by the Wheatland Local Teachers' Alliance. Nineteen teachers were present and had as their guests Mr. J. W. Barnett of the Provincial Alliance and Rev. and Mrs. Harbeck of Alliance.

After an impressive grace by Rev. Harbeck, the merry group forgot their troubles of the week and enjoyed a sumptuous chicken supper. Following this Mr. V. A. McNeil of Galahad, the President of the Local branch, opened the speeches of the evening with a toast to Their Majesties. Rev. Mr. Harbeck next proposed a toast to The Organization in which he outlined the difficulties suffered by teachers and the great service they were performing for mankind. This toast was ably replied to by Miss Smith of Leopoldville School District. A toast to the ladies was next sponsored by Mr. Thomas Dick, Principal at Alliance. This was very witty, Mr. Dick maintaining that though women were an affliction yet, paradoxically speaking, they were a necessary and pleasant affliction. Miss S. Charbonneau of Tinchebray School District responded to this toast by ably reciting a poem of Drummond's "Little Batise." Not to be outdone by a mere man, Mrs. Johnson of South Bend School District in a toast to the men, outlined the dependence and general unworthiness of the male, stating that at present prices, the value of a man was somewhat less than a dollar. We noticed, however, that when called upon to pledge the toast, all the ladies complied with alacrity. (How they do love a bargain!). Mr. Ledingham of Alliance replied to this toast.

The speaker of the evening was next introduced, Mr. Barnett, the General Secretary of the Provincial Alliance. He spoke of the origin and aims of that institution; of what they had done and what they intended to do. He spoke of "something new" in contracts and suggested that this might be put into effect this following year. The need of the organization for the teachers and of the teachers for the organization was highly touched upon. In closing Mr. Barnett highly complimented our Local branch on its efficient organization and its *esprit-de-corps*. At the close of Mr. Barnett's speech, Mr. Walker of Galahad proposed that a hearty vote of thanks be extended to Mr. Barnett for his ready kindness in consenting to address the meeting.



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ECONOMICS AND TEACHERS' SALARIES*By J. W. CHALMERS, B.A.**School of Education, University of Alberta*

At first thought there would not seem to be much connection between the amount of teachers' salaries and the economic Law of Supply and Demand, for the Law is usually considered as one that governs the prices paid for material commodities. Furthermore, professional remuneration is usually governed by regulations and conventions formulated by members in the profession, especially in vocations such as law and medicine. However, in such professions, the members thereof, having in their corporate capacity a monopoly of their professional services, are able to fix a definite price for their services.

In teaching, on the other hand, the members of the profession are not of necessity so banded together, and each teacher is therefore able to offer his or her services in the open market. These services are in reality an economic commodity as much as is wheat or other concrete materials, differing only in that teaching is immaterial, whereas wheat is material, but even this distinction is not so absolute as it would seem, for the labor and effort expended by the farmer in growing wheat is immaterial, and in the long run, it is that immaterial labor and effort for which the farmer is paid.

Since teaching is a commodity capable of being bought by school boards, and sold by the teachers, it must obey economic laws affecting the price at which it is bought or sold. These economic laws, as is well known, are not fixed and definite statements as to what will happen under definite conditions, such as the laws of chemistry. Rather, they represent tendencies as to what will happen if there are no extraneous factors, or as the economist would say "other things being equal."

So let us investigate the effect of the Law of Supply and Demand on the salaries of teachers. Under normal conditions, salaries on the average will tend to remain stable. If, in any year, there is an over supply of teachers, the less adaptable will offer their services at a rate of remuneration below the usual, while the more adaptable will leave the profession to seek more money in other lines. The result will be that the supply will be lessened and salaries come back to normal.

Since, however, people are not perfectly adaptable the adjustment will not be immediate, but will extend over a considerable period which might even stretch into years. Such a condition might conceivably arise where teacher training institutions are or have been turning out more teachers than can be absorbed. A decrease in demand, it will readily be seen, would have the same effect as an increase in supply of teachers.

If, however, the supply of teachers should fall below the demand, due, say, to teachers seeking and finding more profitable work elsewhere, those still in the profession would be in a position to demand and obtain more money for their services. However, such an increase would not be permanent, for, attracted by the higher salaries, more

people would enter the profession via Normal Schools, and other avenues, so that within a few years the supply would again equal the demand and the rate of remuneration would fall to the old level. Indeed, it is conceivable that the supply would become greater than the demand, in which case the phenomena described above would be repeated. An increase in demand, due to the opening of new schools, or other reasons, would have the same effect as a decrease in supply, for in both cases the demand is greater than the supply.

Thus we have seen that in normal times, salaries will tend to fluctuate around a normal. However, in abnormal times, like the present, other factors enter and disturb the balance. In a period of depression, many who have left the profession, either to get married or to enter some other line of work, are driven by economic necessity to return to teaching. This supply is increased by a heightened output from Normal schools, for many young men and women, finding other avenues of work closed, decide as they say, to give teaching a trial. The result is that the supply is increased, and salaries are forced down as described above. And this condition can be expected to continue as long as the period of depression continues. With a return of good times, married women teachers will return to their homes, others to their regular work, and the potential supply will be lessened by young men and women going into other vocations that will open up. The increased supply is further aggravated by a decrease in demand due to schools closing down for a part or the whole of the year; but with the return of prosperity, this, we may expect, will automatically be rectified.

In the light of these observations it would seem that one thing the present depression should drive home to teachers is the necessity of joining their professional organization so that collectively they will be able to resist unjust financial pressure tending to force down their salaries. At present there is talk about repealing the law concerning minimum salaries, but it is just in times like these that minimum salary laws are necessary; when everything is rosy a protection of that kind is unnecessary. Collectively the teachers can protect themselves much better than individually. It may seem a platitude to say it, but there is still truth in the old epigram "In union there is strength."

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Editorial

THE ONSLAUGHT ON EDUCATION

IN AN article by Mr. John Gallamore which appeared in the April 1st number of *Maclean's Magazine* the attempt is made to prove that the cost of education in Canada has increased at a disproportionate and "alarming" rate since 1913. The writer does this by singling education out from all other important national activities and quoting figures thereon which are intended to impress the reader with the idea that a highly and even dangerously extravagant state of affairs has arisen in this one field. It is our purpose here to show that this is a rather unfair and misleading way to deal with the situation.

* * *

THE fact is that there was an almost revolutionary change over the whole range of our national economic life between 1913 and 1930. In this general advance it can easily be shown that education, true to form, participated, not in an orgy of wild extravagance, as suggested by this writer, but only in a relatively moderate degree. The cost of education increased, to be sure, during the period. In actual dollars spent the increase over the whole of Canada was about 176 per cent. Taken all by itself this increase can be made to look "alarming" to the unsophisticated by a writer who sets out with the avowed purpose of doing this very thing. But when thrown up against the background of our general national development over the same period it presents a picture which can scarcely be regarded as even mildly exciting, to say nothing of "alarming."

The increase, for instance, in the number of automobiles registered in Canada between 1913 and 1928 was well over 2,000 per cent. When stood up beside this giant the increase of 176 per cent. in educational costs looks rather puny. Now put into the picture the increase in the automobile insurance taken out by Canadians between 1910 and 1928, an increase of no less than 14,000 per cent., and lo, the erstwhile "alarming" increase in the cost of education shrinks to such an extent in the comparison as to become almost invisible to the naked eye.

* * *

THE automobile situation, however, is admittedly exceptional and there is really no need to have recourse to it in disproving Mr. Gallamore's thesis. The increases cited below in normal and standard lines are more to the point and quite sufficient for the purpose. The per cent. increase in each case is based on figures culled at

random from the Canada Year Book for 1930. The first year of the period in all cases is 1913 and the last year either 1928 or 1929.

	Increase (%)
Life insurance in force	427
Fire insurance in force	200
Bank reserves	400
Total provincial expenditures, Canada...	233
Total provincial Expenditures, Ontario...	470
Total provincial receipts, Canada.....	256
Water power in Canada	240
Copper production	270
Export of newsprint	760
Pulp Production	322
Expenses in post office department.....	280
Capital invested in telephones.....	223
Revenue from telephones	315
Expenditure on canals	312
Consumption of cigarettes	370

In the light of these figures it is a little hard to see what Mr. Gallamore finds so "alarming" in an increase of 176 per cent. in the expenditure on education. His reference to an isolated case or two in Ontario is not very convincing. Individual communities can be extravagant in matters of school buildings as well as in other things. From a national point of view surely no smaller increase than 176 per cent. over the period in question could in the circumstances be regarded with equanimity. Canada would be in a fair way to take a back seat all along the line if she allowed her educational system to lag far behind the general front. We are not a law unto ourselves in Canada, much less in the ten educational units of Canada. We have competitors.

PERHAPS our most virile competitor in this matter as in most others is our great neighbor to the South. The total per capita cost of education in the United States is at least \$4.00 more per year than it is in Canada. This refers to public education only. If parochial and private education are included the discrepancy is increased. The total cost of education in Canada is exceeded by at least five individual states: viz., California, Illinois, New York, Ohio, and Pennsylvania. Mr. Gallamore is especially concerned over the increase of 260 per cent. which occurred in the Ontario bill for education between 1913 and 1930. He overlooks the fact that the total increase in Ontario's provincial expenditures over the same period was 470 per cent. And he may not know that even with all the increase Ontario is lagging far behind California, for instance, in the matter of providing educational facilities for its people. In California in 1928 the percentage of the total school population attending some form of state-supported secondary school was almost ex-

actly twice as great as it was in Ontario. To be exact, the secondary percentage of the total in Ontario was 19.51; in California it was 38.79. Put in another way, California in 1928 provided some form of post-primary instruction at the secondary level for a number of people equal to 63 per cent. of the elementary enrolment; in Ontario the corresponding percentage was 24. What if the cost of secondary education in Ontario did increase, as Mr. Gallamore asserts, by 514 per cent. over the 17-year period? Perhaps the increase was very necessary and long since overdue.

THERE is another educational problem, however, which sometimes gets so confused in Mr. Gallamore's article with that of educational costs that it is difficult for the reader to unscramble the two lines of thought. This is the problem of returns for the money expended. Just how much Canada can afford to spend upon education is one question; the kind of education that should be provided with the money expended is another. The one is an economic question; the other a question of educational philosophy. Mr. Gallamore is apparently of the opinion that the two problems are very closely related; that the excessive cost of education is mainly chargeable to the teaching of worthless subjects. The list of subjects he gives as "unnecessary or fit for drastic curtailment" is an imposing one. It includes Algebra, Geometry, Trigonometry, Physics, Chemistry, German, Greek, Spanish, Household Science, Art, Music, Business Arithmetic, Commercial Law, Economics, History of Commerce, Botany, Zoology, Military Drill, and Agriculture.

If these subjects were eliminated from the course or drastically reduced, (so runs the thesis), the cost of education would go down and there would be no corresponding loss of real education. But the case is not quite so simple as that. Suppose these subjects were removed from the curriculum: where does Mr. Gallamore propose to go from there? He is not very clear on this point. Does he propose merely to substitute other subjects for them, Latin, for instance, which is conspicuously absent from the proscribed list? Or does he propose to refuse to put anything in their place and turn the students loose in the streets to loaf around with the unemployed?

SINCE the latter suggestion is not one that could be seriously entertained we are compelled to assume that Mr. Gallamore's way of effecting economies in education is to limit the curriculum to Latin, French, English, History, and possibly Geography. But the question remains as to how this would result in economies. Does it cost appreciably less to teach pupils Latin and French than it does to teach them Algebra, Geo-

metry, and Trigonometry? Something might be saved in the matter of scientific equipment for Physics and Chemistry, and scissors and measuring tape in the sewing classes. But regarded as a national economy these savings would not be large. Even the removal of the electric fans from the lady teachers' rooms, and the ash-trays from men teachers' quarters, would result in little more than a temporary feeling of righteous satisfaction at the moment of opening our tax bills. As a means to national economy these measures would not be impressive.

* * * *

THAT a great deal of money is being wasted in Canada in unprofitable instruction is an assertion that will receive very general support among teachers. But the only possible remedy for this situation is not less instruction but a different kind of instruction. The sad thing about it all is that this different kind of instruction would cost more than that now in vogue. The reason we persist in teaching Latin, and French, and Ancient History and Algebra, and Trigonometry to thousands of students who are incapable in large measure of profiting by the instruction is precisely that this is the cheapest way of handling the problem of adolescent education. It is futile to talk about getting more real education and at the same time saving money by curtailing

the courses. The crying need of the hour in secondary education is to get students out of these academic classes into vocational, prevocational, and commercial courses where they may find themselves and perhaps take some real interest in what is going on. But this will cost more money.—C. S.

A BOW TO MR. GANDHI

I bow with awe to him who's made
Male dress reform so dandy,
Wizened, wrinkled, unafraid
And powerful is Gandhi.

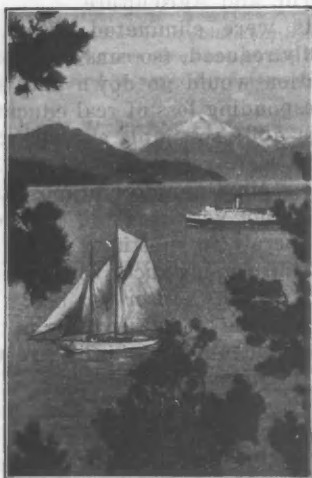
He wears no fiery bowler hat,
No chequered suit or sandy;
No choking collar or cravat
Impedes Mahatma Gandhi.

With waistcoat warm he will not fuss,
No garment that's unhandy;
The shirt-tail often bothers us
But not that Mr. Gandhi.

But still and all, cold winds would glide
Around those legs so bandy
If in that costume you'd decide
To winter here, Oh Gandhi!

—J. W. Chalmers, B.A., College of Education,
Edmonton.

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OUR TEACHERS' HELPS DEPARTMENT

DOMINION DAY—Planning a Celebration for the Closing of School or Dominion Day.

If you have the background of material at your disposal, you will not, I think, find it too difficult to work out for yourself some type of Dominion Day Celebration, and it will leave the children with a much better understanding of the significance of the day than if you use some ready-made July 1st dialogue or pageant material.

The Big Figures of Confederation.

(1) **Sir John A. Macdonald:** Active in promoting Confederation and under whose regime Confederation came into operation.

(2) **George Brown:** A political and personal enemy of Sir John's, but who sacrificed his hope of ever becoming the leader of the government by forming a coalition with Sir John under Sir Etienne Tache, for the sake of bringing about Confederation.

(3) **Sir George Cartier:** Who was really responsible for securing French support for the Confederation scheme. The French were afraid of being entirely outweighed in influence by the massing of the British in Upper Canada, Nova Scotia and New Brunswick, against them.

(4) **Sir Charles Tupper:** Who carried the Confederation scheme in Nova Scotia in spite of the weighty opposition of Joseph Howe.

(5) **Leonard Tilley:** Under whose leadership New Brunswick entered Confederation.

(6) **Galt:** Who really first introduced the idea of Confederation into the sphere of practical politics by making it a condition that Confederation should form a part of the Government's policy before assuming the portfolio of finance under Cartier.

(7) **D'Arcy Magee:** The orator for the whole movement.

(8) **McDougall:** Associated with George Brown on "The Globe," and perhaps the chief writer of newspaper Confederation propaganda.

Little characteristics that Might Lend Color to Some of These Big Figures as Personalities.

Sir John A. Macdonald: Born in Glasgow 1815; brought up on the Bay of Quinte, Lake Ontario, where his father had at one time a shop at Hay Bay, a grist mill at Stone Mills, a homestead at Adolphstown. Entered law in Kingston in the office of George Mackenzie. "Very genial man, a pleasant companion, full of humour and wit."—Sir Oliver Mowat.

George Brown: A big man, very honest, upright and conscientious, had little liking for Sir John's convivial habits or political methods; rather a stern man one would gather from the pages of history. Did not speak to Sir John for ten years before the time of Confederation but set personal enmity aside to further the Confederation movement, played euchre with Sir John on board ship and went with him into London society when both went to England to seek support for the Confederation scheme from the Home Government. Then when Confederation was accomplished became once again Sir John's personal enemy, and once again did not speak to him. Brown is to be associated with the Toronto paper, "The Globe," and you may with safety fancy him thinking up all manner of attacks on Sir John before uniting with him on the Confederation issue.

McDougall: The great man of the Confederation movement. He was editor of "The Globe" at the time.

Sir George Cartier: The quality one associates with Cartier is pre-eminently courage. Remember that he was the leader of the French. When Brown declared his intention of supporting Cartier and his friends in the Confederation movement, one of the memorable little scenes in the House in connection with Confederation occurred. "An excitable, elderly little French member rushed across the floor, climbed up on Mr. Brown, who, as you remember, was of a stature approaching the gigantic, flung his arms about his neck, and hung several seconds there suspended to the visible consternation of Mr. Brown and to the infinite joy of all beholders, pit, box and gallery included"—Cartwright. This type of spontaneous expression of feeling would be more characteristic of the French element in Canada than the English.

D'Arcy Magee: An Irish Roman Catholic, shot by an Irish Roman Catholic, who believed that Magee, in his support of the Confederation movement was allowing the Catholic interests of (Quebec) Lower Canada to be unduly subordinated to the English Protestant interests of the other

provinces entering the Confederation. Magee was a little, ugly man transfigured by the power of the orator when he spoke. This story is told in illustration of this point. D'Arcy Magee had been speaking in Dublin. On the day following he was to see the Archbishop of the city by appointment, but when he presented himself at the Archbishop's door, the butler asked for his name. He replied, of course, "D'Arcy Magee," but the butler didn't want to admit the ugly little man, saying, "Oh no, Sir! I heard D'Arcy Magee speak last night, and you are not he!"

Sir Charles Tupper: The war horse of the Confederation movement. He had a great voice and great physical powers. He was a doctor by profession and was of use in this capacity in the House on one occasion at least. One of the French members was speaking when suddenly he threw up his arms and toppled over. Tupper was in the House at the time and immediately went to his assistance.

Leonard Tilley: A very fine looking gentleman, who filled his position as lieutenant-governor of New Brunswick with grace and dignity. Even his universal popularity in his own province was greatly diminished by his stand on the Confederation issue. In A. H. A. Colquhoun's book, "The Fathers of Confederation," it is told that Tilley's opponent illustrated the dire effects of Confederation in an imaginary dialogue between himself and his young son, after this fashion—"My dear son, you have no country for Mr. Tilley has sold us all to the Canadians for eighty cents a head." Tilley suggested the name of Dominion of Canada: see Wallace, pg. 121.

Joseph Howe: Probably the biggest figure in opposition to the movement. Think of him as the writer of attacks on "The Botheration Scheme" in the Halifax "Chronicle": the opponent of Sir Charles Tupper in Nova Scotia.

Some Confederation Speeches Illustrative of the Key Note Ideas of Confederation.

Brown: "One hundred years have passed away since the conquest of Quebec, but here sit the children of the victor and the vanquished, all avowing hearty attachment to the British crown, all earnestly deliberating how we shall best extend the blessings of British institutions, how a great people may be established on this continent in close and hearty connection with Great Britain." (It must be remembered that at the time of Confederation there was a very definite body of opinion in Canada in favor of annexation with the United States. The Confederationists were hoping to knit the separate colonies together and unite them more strongly to Great Britain.)

Sir John A. Macdonald: "A cardinal point in our policy is connection with England. I have no patience with those men who talk as if the time must come when we must separate from England. I see no necessity for it. I see no necessity for such a culmination, and the discussion or the mention of it and the suggestion of it to the people can only be mischievous."

"As to independence—to talk of independence is—to use Mr. Disraeli's happy phrase—'veiled treason'. It is Americanism in disguise, and I am certain that if we were severed from England, and were now standing alone with our four millions of people, the consequence would be that before five years we should be absorbed into the United States."

"Gentlemen, we want no independence in this country, except the independence we have at this moment."

"Those who disliked the colonial connection (the colonies' connection with Great Britain), spoke of it as a chain, but it was a golden chain, and I for one, am glad to wear the fetters."

Magee: Makes a very famous speech, a plea to Canada to forget her sectional differences of race and religion in favor of the larger Canadian unity. The great phrase is: "Patriotism rejects the prefix." See Wallace, pg. 113.

See your text for the order of entry of the various provinces into the Union.

It would be doubtful if one did justice to the whole idea of the Union of the Canadian provinces without recognizing the part played by the building of the C.P.R. (See recent issue of this magazine for material additional to the text).

The Pageant Itself

And now the desirable thing is to get the school to help you construct some types of Dominion Day display or pageant. Here is a suggestion or two that occurs to me—

not at all brilliant ones, I confess, but perhaps they will serve to set your own notions going. Could the affair take place outside? I see a first tableau of this type—a group of the central figures of the Confederation movement on a raised platform in the centre and towards the back of the space to be utilized for presentation. They would, I suppose, have to wear their names printed across their chests. Half might enter from the left, half from the right. Meeting they would stand and together with the audience, sing "O Canada." Sir John might then remain standing in the centre, while Brown and McDougall, for example, might sit to one side at a table with pens, manuscript and newspapers in front of them. The others might form a group to the other side of Macdonald, Magee, perhaps by himself in front of Cartier, Tupper and Tilley, and besides wearing their names might be further characterized by some representation of the coat of arms of the province each represented. Each of the Fathers of Confederation might then give a little speech (delivered in a manner as true as possible to the personality represented, and written by the pupils of Grade VII probably, after review of the period) indicating his part in the development of the Confederation scheme and concluding, perhaps, with the quotation of one of the actual speeches already suggested.

A Herald might then blow a bugle and announce, "The year 1867," or since it is to take place outside, raise on a standard a sign 1867. Immediately from the right Ontario would enter to the marching time of "The Maple Leaf Forever," which music will be repeated at the entrance of each of the provinces. (The chorus would probably be sufficient and if words are sung, be sure to use the version, "The lily, thistle, shamrock, rose, The Maple Leaf forever"). Ontario might be represented by a group—a Highlander, an Irishman, a John Bull, a United Empire Loyalist, an American. It might even be possible to have each one carry in a section of the Ontario coat of arms, which when all were set up, would form a completed shield. The Ontario group take their position immediately to the right of the central platform.

Music: the entrance of Quebec, represented possibly by a habitant, a seigneur, a voyageur, a fur trader, a coureur de bois, a Jesuit priest. Coat of arms set up. Position to the right of Ontario.

Music: New Brunswick represented by a sailor, a fisherman, a lumberman. Same procedure as in the case of Ontario and Quebec. Position to the right of Quebec.

Music: Nova Scotia: Again sailor, fisherman, fruit grower (apples). Perhaps a touch of comedy might be introduced by having Joseph Howe bring up the rear of the Nova Scotia procession, vehemently denouncing the "Botheration Scheme." Coat of arms set up. Position to the right of New Brunswick.

The Herald blows his trumpet again—The year 1869. A figure appears from the left representing the Hudson's Bay Co. and hands over to Sir John its charter of rights to the Northwest Territories. He is immediately followed from the left by Manitoba, Saskatchewan and Alberta as a group, still to the music of "The Maple Leaf." The N.W. Territories might be represented by Indians, fur traders, farmers, N.W. Mounted Police. It might even be possible to construct a Red River cart on a small scale. (Provincial coats of arms will not yet be set up).

The Herald, reading from his scroll or displaying a standard, "The year 1870." Manitoba will detach herself from the N.W. Territory group and take up her position immediately to the left of the central platform. Coat of arms erected.

The Herald: "1871." Music, enter British Columbia represented by fur traders and miners with pick axes and gold pans. Setting up of coat of arms. B.C.'s position will be to the extreme left of the picture. One of the B.C. representatives will step forward and make a request for a transcontinental railroad to be begun within two years and completed within 10. (See earlier issue for details additional to the text on the construction of the C.P.R.)

The Herald: "1873." Prince Edward Island, represented by a fisherman, a sailor, a farmer (potatoes—see the "Canadian Geographic" for April).

The Herald: "The construction of the C.P.R. completed 1885." Enter some of the big financiers and managers of the railroad—Lord Mount Stephen, Duncan McIntyre, Sir William Van Horne. The construction of the railroad might be represented by the pegging down of a ribbon of tape or strip of cotton, with Lord Strathcona (Donald A. Smith), driving home the last spike at Craigellachie, in the Eagle Pass on the Gold Range on November 7th, 1885. (If you wished to make your representation of still further

historical value, you might have the sections of the railroad pegged down in the order in which they were constructed. See earlier issue for account of construction of the railroad.)

Herald: "1905." Alberta and Saskatchewan step to the front from the rear of the stage and set up their coats of arms. Position between Manitoba and B. C.

N.B.—A large map of Canada would form an excellent background for the platform on which the Fathers of Confederation are grouped. If you belong to Mr. Scott's map making era at the Calgary Normal, you already have the very thing in your possession.

The pageant would close, I suppose, with the mass singing of "God Save the King." There is a poem of Marjorie Pickthall's which seems to me of a better type than most of our Canadian patriotic poetry, which could perhaps be recited in chorus first before the singing of "God Save the King." The first two verses are particularly applicable, I think.

Canada's Century

"Behold, a people shall come from the north, and a great nation."

I.

Out of the North, O Lord,
Out of the North we have come at Thy word;
The forests have heard,
Yea, the tall cedars have heard, and they bow;
The plains have rejoiced at the wound of the plow,
They have laughed, they have laughed at the kiss of the rain
In the bountiful beauty of grain;
The waters have sung of the ships to be.
We are come, a people new-risen, and free
As our wide deep rivers that run from the snows to the sea.

II.

Into our hands they are given, the unknown opening years,
That, like a seed close-furled,
Hide all their growth and sovereignty and fears
And glories from the world.
Ours is the coming time, and ours the stress
To hold from Thee Thy gifts in worthiness—
Honour and labour, law to right the wrong,
Courage and peace divine,
Life, clean as prairie of the north, and strong
As the rock-rooted pine—
These shall be ours, and ours, of all in all, is Thine.

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GRADE VII.—

GEOGRAPHY—Review of Europe

For the review of Europe we shall group countries together for comparison.

Group 1—Northern France, Belgium, Luxembourg, Holland, Denmark and Germany.

- (1) In what general part of Europe are these countries situated that make it possible to study them as a unit?
- (2) What coastal waters have they in common?
- (3) Is there any similarity in the climates of these countries? What accounts for that similarity of climate? (West wind drift of the Gulf Stream; common Westerly winds; nearness to the sea and lack of high mountains). In what part of these countries do the West winds lose their influence?
- (4) Let us make a chart of comparison of the agricultural products of these countries. We noticed the similarity of climates existent in these countries. Would you expect the products to be similar?

Agriculture

North France	Belgium	Luxembourg	Germany
Wheat	Wheat	Wheat	Wheat
Oats	Oats	Oats	Oats
	Holland	Denmark	
	Oats	Oats	

Why do these two countries not raise wheat so extensively? Make similar charts for the other natural resources and industries.

(5) On an outline map mark in the chief shipping ports for this region.

(6) What class of goods would this district need that Alberta produces, and what could we import from them in return?

Treat the following groups similarly:

Group 2—Portugal, Spain, Southern France, Italy, Jugoslavia, Albania, Greece, Turkey.

Group 3—Norway, Sweden, Finland, Esthonia, Latvia, and Lithuania.

Group 4—Is not so homogeneous in character: Switzerland, Austria Hungary, Czechoslovakia, Poland, Roumania, Bulgaria. These are the Central European States.

- (1) These countries, with the exception of Switzerland and Bulgaria are quite similar in surface and climate to our western provinces. What do you think these countries should produce most successfully?
- (2) What peculiarities mark Switzerland and Bulgaria off from the group? (Switzerland is influenced by the Westerlies and Bulgaria is semi-tropical south of the Balkans).

5—Russia: (1) Why is the climate of Russia so much more extreme than the rest of Europe?

(2) Review the natural resources of Russia. Have you heard of Russia's five-year plan? Russia, by spending vast sums of money is trying to modernize all her industries, agriculture included. She is employing skilled American engineers and buying thousands of tractors and other machines with which to carry out her plan. She is damming her great rivers to secure electrical power. What does she propose to do with all this increased production?

(3) Russia has built the great new port of Ekaterina, sixty miles East of the border of Lapland, near Kola Bay. This port is kept open the whole year round because of the influences of the West wind drift of the Gulf Stream. What advantages should this give Russia?

6—Locate the seven small states.

(1) What is the newest? (The Vatican City). What do you know about this city?

(2) What different types of government do you find in these small states?

HISTORY REVIEW

- A. Sections 4 and 5 of Canadian History according to the Course of Studies. Use a Globe throughout. Sometimes a new angle of treatment is all that is necessary to make a review effective. Perhaps this will present a new line of attack. (1) What had led to the tremendous interest in the East as a field for rich commercial enterprise? (The Crusades; the writings of Marco Polo). (2) What great Eastern city was the centre for Eastern trade? (Constantinople). (3) What great political change took place in the East that made it necessary for trade navigators to find a new way of reaching India and China? (The capture of Constantinople by the Turks, 1458). (4) Which of the great explorers set out to find a Western route around the world to the

famous Indies and Spice Islands of the East? (Columbus, Cabot, Vespucci is very minor). (5) What very real contributions did these early merchant navigators make towards the discovery and knowledge of the world? (6) Which of these early navigators attempted to find the road to India around the Cape of Good Hope? (Bartholomew Diaz—just rounded the Cape; Vasco da Gama—reached the ports of Hindustan). (7) Was this a satisfactory way to the East? (8) Which of the early navigators found the Southern route around South America? (Magellan and Drake). Was this a possible route to the Indies? (9) Which of the early explorers tried to find a North-West Passage by water to China and the East? (Davis, Hudson, Franklin). What was the contribution each made to the discovery of the Arctic waters? (10) Which of the later explorers working by way of the rivers flowing North contributed to the knowledge of the long sought North-West Passage? (Hearn, Mackenzie). (11) What recent explorer threaded the Arctic waters from ocean to ocean, West to East? (Amundsen). (12) Which of the early explorers tried to penetrate through the continent of North America in their search for a passage to China? (Cartier, Champlain, La Salle, La Verendrye). (13) Who were the explorers who actually reached the Pacific Coast? (Thompson, Fraser, Mackenzie). What were the channels followed? By this time, however, the search for a road to China across what is now Canada had lost its glamour and was seen to be impracticable.

- B. Review as another unit the rivalry of Spain, Portugal, England, and France for colonial power. (1) What division of the New World did Spain and Portugal make between them? (2) Where did the Spanish establish their Colonies; the Portuguese theirs? (3) What part did the following English seamen play in the building up of English sea power: Hawkins, Drake? (4) Where did the English establish their colonies? The French theirs? (5) Who were the big figures in connection with the English colonizing movement? (Raleigh, Grenville, Gilbert). (6) Who were the explorers who extended the French colonial empire into the very heart of what is now the United States?
- C. Review as another unit the establishment of the great fur trading companies. Although the countries financing exploring expeditions to the New World were disappointed at not finding the treasures of the East on the shores of North America, they did find wealth of a kind in the New World. (1) What was the source of that wealth? (2) What were the great companies formed to carry on that trade? (3) What two men played an important part in the formation of the great English Company? (4) From what centre did each company operate?

GRADE VIII.—

GRAMMAR REVIEW

I. Analyze the following sentences in detail: (1) Give me of thy bark, O Birch Tree! (2) Along the quiet river the plumeless Willows lean. (3) How can we sing the Lord's Song in a strange land? (4) He was hypnotized by the doctor into telling his long-guarded secret. (5) There was now a great darkness besides, investing the storm with new terrors, real and fanciful.

II. Classify the following sentences and give a clausal analysis of (1), (3), and (7). (1) He (the snake) is the King of all the fishes, and he waits there until the judgment day. (2) Then the waters shall pass away forever and the dim Kingdom disappear. (3) Now when that happens, when the Snake is dying, there will come a lull and a hush. (4) And in that time of quiet you will hear a great beating of ship's bells, for in every ship sunken in the sea the life will go leaping to the white bones of the drowned. (5) And every drowned sailor will spring alive again; and he will start singing and beating on the bells. (6) And so great and sweet will be the music that they make that you will think little of the harps from that time on, my son. (7) That he should have had difficulty with his examination was only to be expected as he had not studied for it.

III. Parse the words in black face type of Question II. IV. Enlarge the following sentence by adding an adjective, an adverb and a phrase. Show the relationship of each. (1) Birds fly.

V. Five of the six following sentences are incorrect grammatically. Correct and give your reasons for the changes made. (1) My father gave permission to my brother and I to leave school early. (2) Who shall I send? (3) I am older than him and should receive first consideration. (4) Can I carry your books to school for you? (5) I shall go canoeing on the river whether my mother wishes me to

or not. (6) The ball should belong to us boys since we paid for it..

VI. Write sentences using: (1) "bear" as a noun and as a verb; (2) "help" as a noun and as a verb; (3) "safe" as a noun and as an adjective.

VII. Form nouns from the following adjectives: local, cruel, sincere, strong.

VIII. (a) Combine these sentences using an adverb clause: The boy admired his friend. He was a splendid swimmer. (b) Join these sentences by a conjunction: He invited me to tea. I would not go.

COMPOSITION REVIEW TEST

I. Punctuate the following: Blinded by her tears Ko-ai stumbled through the twisted streets until she came to her own garden again for the first time in many days she sat idle. She was thinking very intently she was thinking of all the things she loved the flowers in her garden the little mandarin ducks on the pond with their gauzy wings the wide blue sky above her the plum blossoms which came with the first touch of spring and the swords of the blue iris that pierce the earth on every hand when winter's shield of ice is freshly broken.

II. Might there be any relationship of idea between the two sentences of each of the following groups? (a) Explain what that relationship is and (b) show it more clearly by combining the two sentences of each group:

1. It was late at night. There was no hope of any motor passing on the road.
2. The clergyman went up into the pulpit. The clergyman gave out the number of the hymn.
3. One hot night I was very thirsty. I got up out of bed to get a drink of water.
4. The children ran down the hill. They ran as fast as they could.

(c) Do any of your sentences begin with a subordinate clause? How should such a sentence be punctuated?

III. (a) Criticize the sentence structure of the following paragraph. (b) Rewrite to show the improvement you think necessary.

"In all climates Spring is beautiful. In the South Spring is intoxicating. The birds begin to sing. The birds utter a few rapturous notes. The birds then wait for an answer. The answer comes from the silent woods. The frogs are green-coated musicians. The frogs make holiday in the neighbouring marshes. The frogs, too, belong to the orchestra of nature. The vast theatre of nature is again opened. The doors of this theatre have been long bolted. The doors have been bolted with icicles."

IV. Replace the numbers by words of similar meaning, etc.:

e.g. The (1) word he uttered was, "Remember." Before the traveller set out for Africa he made his (2) preparations most carefully.

The last word he uttered was, "Remember." Before the traveller set out for Africa he made his final preparations most carefully.

(a) The man was wearing a (1) of stout boots, and was carrying in one hand a (2) of ducks.

(b) With tears in her eyes the girl (1) her mistress not to prosecute her. The speaker said he must (2) the indulgence of his audience for a few minutes.

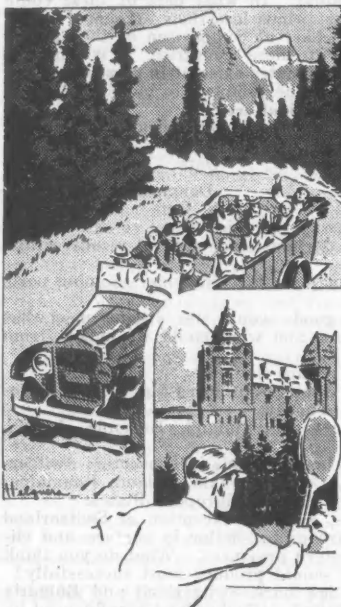
(c) The doctor said the sick man was to confine himself to a special (1) for a month; after that he might eat any kind of (2).

V. The following sentences are without color or interest: they give you little picture. Add to and change the wording of this sentence to make it describe vividly an attractive cottage: (1) "A path went to the house." (2) "The waves came up against the shore." Change the words in black face type to make the picture that of: (a) a wild, stormy day; (b) the quite that succeeds a storm.

VI. (a) What makes this piece of writing interesting?

"After Vespers the monks in the monastery near the village of St. Denis, in Brittany used to gather in the writing room or scriptorium, as they called it. A big fire sent a coppery glow over carved benches, black with age, over the low ceiling, and along the heavy timbered floors; it turned the brown robes of the monks to orange and deep wine color. One brother, old and grey, bent over the bunches of herbs . . ."

(b) Write a paragraph descriptive of a comfortable, homey farm kitchen interior. Let it be an evening scene. Your paragraph will be judged from the standpoint of interest, unity, sentence structure, vocabulary, able arrangement of idea within the paragraph.



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VII. Write a letter to Eaton's Ltd., Calgary, asking for their summer catalogue.

GRADE IX.—

REVIEW QUESTIONS

Supplementary Reading—Miles Standish

The discussion might concentrate on: (a) The story itself. (1) What incidents led up to the John Alden's determination to return to England on the Mayflower? What made him change his mind? (2) Why should he have married Priscilla when he did, although at one time he would have felt it wrong to do so? (3) What incident gives the story a particularly happy ending?

(b) The characters: John Alden. (1) It is easy to show that John Alden was unselfish and loyal in his relations to Miles Standish—that he had a strong sense of what he regarded as his duty. How would you prove it? (2) But it is more difficult to admire our hero as a man of insight into character. Can you recall any incident that showed him to be rather blind? (3) News of the Captain's death freed John from any further sense of what he owed Miles Standish. In other words, the story solves John Alden's problem for him. Suppose that news hadn't come, or suppose the Captain had returned, would it have been the right thing for John to have gone on simply being Priscilla's friend? Priscilla: (1) Prove that Priscilla understood John better than John did Priscilla. (2) Had Priscilla any sense of humour; had John Alden? (3) Debate the question: Should Priscilla have said, "Why don't you speak for yourself, John?" (4) Did Priscilla ever again knowingly attempt to shake John out of his "illusion," as Longfellow calls it, that friendship was what each wanted of the other? (5) Which of the two characters had the greater sound common sense? Miles Standish: (1) Priscilla describes Miles Standish as "a little chimney, and heated hot in a moment!" Do you consider this a good description of his character?

(c) The setting: (1) What interesting picture does the poem leave in your mind of the pioneer village of Plymouth? (To the teacher: for description of houses, see lines 2, 237, 840-850; furnishings, 16, 228; village, 186, 392, 393, 498-499, 819-920; surroundings, 56, 64, 549-550, 1007, 1010-1011). (2) What do you learn of Puritan life in this pioneer colony. (danger from attack, 45-53, 63-67, 226-228, 819-920; strong religious atmosphere, 224, 231, 505; very busy life, 226, 230, 497, pages 70, 869-870).

(d) What are some of the better descriptive passages you noted as you read the poem? (Might refer to page 34, lines 367-372, the Mayflower riding at anchor; page 43, 482-486, the early morning departure of Miles Standish and his soldiers; page 44, the morning of the departure of the Mayflower, descriptions of the Master of the ship, pages 48 and 50; the sailing of the Mayflower, page 51; a good comparison in lines 658-661; a good description of the flight of arrows, lines 801-802).

Selected Stories from Canadian Prose

Apart from reading some very interesting stories you have been learning about your own people and country. The Canadians come of a race of pioneering people. (1) What good qualities did these pioneers possess? From what stories did you learn these things? (Endurance and courage, etc.: Down Davie's Drive; The French-Canadian Makes Land; The Fruits of Toil). (2) You have read, too, of the enormous difficulties with which these pioneer people had to contend. (a) Which stories gave you the clearest idea of the task of clearing a farm? (The French-Canadian Makes Land; Work). In what part of the country would these farms be located? (b) Which stories gave you the most vivid idea of the difficulty of travel in pioneer times? (A Journey Through the Woods; Down Davie's Drive). (c) Which story tells you of the uncertainty of a living that must be won in a fight against the forces of nature? (The Fruits of Toil). (d) What stories give you the best picture of the lumbering industry? (The Winning of Marie-Louise). What are the particular dangers associated with that type of life? (e) We have talked a good deal about the dangers, difficulties and hardships of pioneer life. Was there anything about it that made it satisfying to the people who lived it? (See: The French-Canadian Makes Land; Work). (3) Which stories help you to understand the character of the Mounted Police and the part they have played in building up a country of law, peace and order? What idea of Mounted Police character have you carried away from your reading? (4) What story gives you some idea of the cruelty that may grow in a man's character if he is left alone in charge of people who are inferior in training or capacity and subordinate to him in position? (Expiation). (5) Would you say from the reading of

"Feather" that the Indian character had developed or degenerated as a consequence of the coming of the White? (6) There is one character very different from the pioneer Canadian, introduced into these tales in the person of Mr. Sam Slick. What was his native country? How does he differ in character from the Canadians of the stories?

Tanglewood Tales

I would suggest that the material of these stories be used for what Bolenius in her book on "The Teaching of Oral Composition" would call a "Symposium"—that is to say, that each pupil should be asked to speak on one of the famous creatures or characters of Greek mythology that Hawthorne has used as the basis of these tales. Through these stories the pupils will have made the acquaintance of a great many of the best known of the Greek heroes and monsters, references to whom they will meet over and over again, and about whom they should store away some definite memory. Here are a few suggestions as to how Round Robin talks might be carried out: (1) A day or two before the talks are to take place hand each pupil a card or cards, containing the following names: the pygmies; Antaeus; harpies. A second group could include: Theseus; Ceres; Circe; Medea; Daedalus; Hercules; Cadmus; Ulysses; Phoebus; Orpheus; Proserpina; Quicksilver; Europa; Pluto. Distributing the cards a day or so in advance would give the pupils an opportunity of looking up the stories again and refreshing their memories. (2) The instructions given the pupils should be to the effect that they are to prepare as interesting an account, or accounts, as possible of the characters given them without disclosing the actual name—that then the Oral Composition lesson will also resolve itself into a Literature Review guessing contest. There would then be two winners—the pupil who had given the most interesting account, and the pupil who had made the largest number of correct "guesses."

Some Review Questions: (1) What would be meant by speaking of a person's being more completely bewildered as to the road to follow than if in the labyrinth of Daedalus? (2) What would it mean to say that one had drunk of the waters of Lethe? (3) The expression "to sow the dragon's teeth" has got to be a very common one. What would it mean? (4) Give me an expression suggested by these stories, meaning to consult someone very wise ("to consult the Oracle at Delphi" or "to consult the Talking Oak"). (5) Could you think of a picturesque phrase to mean returning home in triumph from a dangerous expedition? (6) What is the Greek explanation for the alteration of the seasons from Summer to Winter? (7) Explain why the "Argonauts" is such a popular name for athletic clubs, and the "Aesculapian Society" for Medical Societies?

Some Review Questions on "As You Like It"

I. The Plot: (1) Dumas says that to write a successful play, "The first act must be clear, the last short, and all the acts interesting." Why is it so necessary that the first act should be clear? (The setting or explanation of the story must be given then). The audience must know quickly too what the whole play is about. This was particularly true of Shakespeare's time when half the audience (the groundlings) were not seated, and likely to become restless if the play did not hold their interest, so the playwright tried to get into the middle of the story and make necessary explanations as quickly as possible. What information was needed for the understanding of the story of "As You Like it?" In what scene is this information given? Would you say that it was given with brevity and clarity?

(2) What are the incidents that set the play moving? (a) The Duke's jealousy for his daughter's pre-eminence leads to the sudden banishment of Rosalind; Celia determining to go with her: they decide to go to the Forest of Arden and as a means of safety Rosalind determines to disguise herself as a man. (b) Oliver's hatred of Orlando is inflamed by the latter's success against Charles, the Wrestler; Orlando and Adam flee to the Forest of Arden. (3) One of the distinctions Brander Mathews, a dramatic

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critic, draws between novel-writing and play-writing is that in the case of the play the writer must take his audience into his confidence as to the outcome of the plot, or at least "evoke the interest of expectancy and to lead them to desire what he is about to put before them. In prose-fiction, it is possible to captivate readers by keeping a secret from them But this the novelists may do because their unhurried reader can take time to think." Why should it be necessary for a play audience to have things made clearer? Is Shakespeare in agreement with Brander Mathews with regard to suggesting the outcome of the play to the audience? At what points in the development of the plot do you become increasingly certain of the outcome? (a) and (b) of Answer II and (c) when Rosalind and Orlando meet in the forest).

(4) Were you at any point of the play surprised at the behaviour of the Duke or Oliver? If so, where? In good character drawing, a character may be complex and perhaps not easily understood, but will never, without adequate reason, become completely changed in the twinkling of an eye. Why do you suppose Shakespeare allowed himself these liberties, with the Duke and Oliver? Does it matter to you that they are not consistent characters? Why?

II. **Re Characters:** (1) Duke Senior: "I do remember in this shepherd boy

Some lively touches of my daughter's favour."

Of what "lively touches" was Rosalind possessed? Illustrate your ideas with definite instances from the play.

(2) "In Jaques Shakespeare endowed his character with the complexity of a living human being, whose peculiarities of speech we may discuss as we would analyze those of one of our own intimates." The question is, "Is Jaques a humorist or is he a cynic?"

(3) Duke Senior: "He uses his folly like a stacking-house and under presentation of that he shoots his wit." To whom is the Duke referring? Can you quote instances of his wit?

Some General Points of Discussion:

(1) Is Shakespeare being true to life when he describes the friendship between Rosalind and Celia to be of so loyal a character that Celia would forsake her father and comfort to go into banishment with Rosalind? Have you known of friendships of this character? Do you think Celia did the right thing? (2) Was Touchstone right in making fun

of Orlando's poetry? (3) If you regard Jaques as a cynic and as serious in his remarks, do you agree with him in his philosophizings about the ways of the world, Act II, Sc. 1, p. 45? (4) Does this Robin Hood life in the Forest of Arden attract you? What is there of pleasure and benefit about a life lived close to nature? Who is the great advocate of this forest life in the play? Can you quote the speeches where he eulogizes the life of nature? Can you sing the famous forest song? (5) What is the theme of the whole play? (Love at first sight). How many examples of this theme have we? See Act III, Sc. v., p. 82.

"Phoebe: 'Dead shepherd, now I find they saw of might,
Who ever loved that loved not at first sight'."

Dead Shepherd is Marlowe, whom Shakespeare held in the highest regard. The quotation is from Marlowe.

TRAVEL-NARRATIVE PRIZES OFFERED BY MAGAZINE

For the fifth year, *The Instructor* is conducting a travel contest. One hundred cash prizes will be awarded for narratives of vacation travel (by rail or steamship) during 1932. The contest is open to all persons holding teaching, administrative, and supervisory positions in elementary and junior high schools, (public, private, and parochial); to instructors preparing students for service in such schools; to teachers-in-training (students in teachers' colleges, normal schools, and college education departments) who intend to become identified with elementary or junior high schools; and to private tutors of children of elementary and junior high school age. The prizes range in value from \$100.00 down to \$5.00, and the total amount to be distributed is \$1050.00. Detailed information and contest directions may be obtained by addressing: Travel Editor, *The Instructor*, Dansville, N.Y., U.S.A.

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SENIOR MATRICULATION REQUIREMENTS

A. J. Watson, Supt. of Schools, Lethbridge

In outlining the Course of Studies for Secondary Schools for the Province of Alberta the content of the subject matter for Matriculation has been distributed over four years as follows: Grade IX—7 units, Grade X—7 units, Grade XI—7 units, Senior Matriculation—9 units. The first three years, totaling 21 units, comprise the requirements for Junior Matriculation or entrance to University. At the end of that time a student may choose between going to Edmonton to enter University or he may take nine units of Senior Matriculation, of which six are very definitely prescribed and three must be chosen from a limited number of options. Since a year in University costs approximately \$600, while Senior Matriculation may be taken in the local school, it is obvious why the latter is usually chosen in spite of the handicaps with which it is burdened by the University authorities. It is my purpose to show that the nine units of Senior Matriculation are not only out of proportion in weight and extent to any other grade of High School, but also out of proportion to the demands made by the University of its own first year students in attendance. I shall endeavor to show further that they are greater than the requirements of the senior year of British Columbia, Manitoba, Ontario and even Saskatchewan. In making this comparison I have availed myself of the latest information regarding the senior year in these four provinces as well as our own University requirements for 1931-32.

First I wish to emphasize the one single object of this paper. My contention is that our nine-unit Senior Matriculation requirement is much more than one reasonable year's work for our students. This being the case, the total content of all militates against the proper mastery of each unit. If you are a teacher of Physics, your subject does not receive the necessary attention by your students due to the demands made on their time by the other eight units of English, Mathematics, Languages, and other Sciences. It is the same with any unit. Thus, at the end of an inordinately heavy year, the student emerges with a confused knowledge of nine units and a mastery of none. It is obvious also that this same factor militates against the interest of every faculty in the University. Instead of a student coming into this second year of University well equipped for his chosen course, he enters with an uncertain and ill defined knowledge of a mass of material, much of which is utterly useless for his particular course.

Now it may seem that I am aiming at a further reduction in the content of one or several of the Senior Matriculation units. Let me dispel any such fear at once. In order to maintain our stand-

ard with other provinces and with many of the States, we must keep each unit up to its proper level. We have already reached the danger line in reduction. Any further reduction of any unit would be disastrous. We cannot afford to permit our Mathematics, Languages, Sciences, or English standards to fall below those of any University, BUT neither is there any obligation on us to have our TOTAL Senior Matriculation requirements GREATER than those of any other Province or State, or of Alberta University itself.

Another surmise that may have already occurred to you is that I purpose making it easier to get into second year University. Senior Matriculation, being the equivalent of first year University, is therefore outside the realm of secondary education proper and is the entering year of higher education. No higher education should be made easy. It should be of sufficient difficulty to eliminate very speedily the unfit, and its requirements should tax the ability of the best. No, I am not pleading for an easier course but I am begging for a fairer one. This statement need not be contradictory nor paradoxical.

Let me now compare our nine-unit Senior Matriculation with those of the other provinces already mentioned, and I wish to make this comparison starting first with Ontario. This Province provides for a five-year High School course of which the first four constitute Junior Matriculation requirements. In no sense does this Junior Matriculation include or encroach upon Senior Matriculation subject matter. Nor is its own subject matter greatly extended because of the extra year. The great value of a four-year over a three-year junior course is that it allows 33 1-3 per cent more time for the proper mastery of the same material, thereby establishing a much more solid foundation upon which to build the senior structure. With this four-year foundation, what does Ontario demand of its senior or fifth year? Each University faculty is permitted to state definitely its own entrance requirements and no faculty demands more than seven separate subjects, with the exception that Science, if chosen, comprises Physics and Chemistry, thus making eight units, but no course requires two Sciences except the Honor Science courses. Otherwise seven units are sufficient for Arts, Medicine, Applied Science and Engineering, Forestry, and Dentistry. Thus, not only are there fewer subjects in the Ontario Senior Matriculation, but they are built on a four-year Junior Matriculation foundation, whereas we are building on a three-year course. Is it any wonder that the standard of each individual unit in Ontario should be maintained and guarded? In Toronto University each faculty recognizes the necessity for its particular requirements to be de-

veloped to the highest possible degree of excellence and consequently demands a deep knowledge of a few subjects pertinent to its faculty rather than a shallow knowledge of a wide range of subjects. Mathematics are demanded for the faculties in which Mathematics are required, otherwise one of them is relegated to the options. Latin is not any longer compulsory for Medicine or Dentistry. The foolishness of that theory has been discovered. Similar judgment is used in the requirements of every faculty. The Ontario Senior Matriculation requirements have not been made easy but they have been made fair for any one year. We, in Alberta, with a four-year course, of which the last year is handicapped by a nine-unit requirement are attempting to claim equality with Ontario with its five-year course, of which the last is concentrated on seven subjects. Which province has the harder and which the fairer course? Which one maintains the higher standard?

In Saskatchewan the four-year course is still in vogue, but the Senior Matriculation is reduced in the number of subjects to eight. That our Senior Matriculation is harder may be disputed on the ground that, while in Saskatchewan only eight subjects are specified, there are actually nine papers since two papers are set in English. I find, both by examining the papers set and from the experience of teachers from Saskatchewan, that these two papers in English are based upon the same unit of work, namely, the Literature course. The chief part of the paper on Rhetoric is the writing of an essay based on the Supplementary Reading, which with us is a part of our regular Literature course. I have also learned that in Saskatchewan many principals who find their timetable crowded ignore this subject of Rhetoric even to the extent of not giving it a place on the timetable. Such a paper can scarcely be dignified by the term "unit" as we understand it. On our Alberta course we have no such weaklings.

From the Registrar of the University of Manitoba I have received both calendars and explanatory letters. It appears that the whole course is in a period of transition and of trial, so that it is rather difficult to make definite comparisons. Suffice it to say, however, that the calendar definitely states that the first class diploma of Alberta, which is our Grade XII, not our Senior Matriculation, is accepted by the University of Manitoba as equivalent to its first year work in University. Our first class or Grade XII diploma for Alberta, comprising as it does eight units, six of which are optional, is not accepted by the University of Alberta as fully equivalent to its first year. From this it follows that our Senior Matriculation for Alberta is higher in standard than the requirements of Manitoba for its first year.

British Columbia likewise demands only eight units, but arrives at the eight in a different way. Literature, Composition, and the three Mathematics are retained as separate units, and three other options are chosen from a prescribed group. Again there is no question as to our demands being greater.

From the preceding statements based upon accurate and recent information, it is evident that, considered as a single year's course, our nine-unit Senior Matriculation requirement is heavier both

in extent and content than the corresponding year in any of the provinces compared. Now let us briefly compare it to the other years of the secondary course in our own province. The nine units of this year as compared with seven for each of the other three adds two extra units or approximately thirty per cent. to the extent of the course. In addition to this handicap, which in itself is surely sufficient, each individual unit is from twenty to thirty per cent. heavier in subject matter than its corresponding unit in the junior course. It is to be expected that each succeeding unit of a subject will be in advance and dependent upon the preceding one, but that does not imply that it should be out of proportion in WEIGHT. Yet this is true with the majority of our Senior Matriculation units. From experience I know that Latin 2 of Grade XI corresponds favorably with Latin 1 of Grade X, but Latin 3 of XII is much heavier in proportion to Latin 2 than 2 is to Latin 1. I believe this is equally true of Physics 2, or Algebra 3, or Geometry 3, or History 4, or any of the rest of the long list. So it results that the senior year is quite out of proportion, both in extent and in content, with the other grades.

Now let us examine our University's requirements for its first year students. It demands six units, each taught or lectured upon three hours a week for twenty-seven weeks, totaling 486 hours. Our Senior Matriculation requires nine units, taught five hours a day for five days a week for thirty-eight weeks, totaling 950 hours, a difference of almost one hundred per cent. Is this great difference justifiable? Can it be that our teachers, graduates of our University perhaps, require two hours to accomplish as much as can be done by a University lecturer in one? If so, is it not a reflection on the University that gives the teacher the degree? Evidently there is something wrong some place if it could only be discovered. How then can the University require the nine units of us while it allots only six for itself and that on half time? It accomplishes this by squeezing several units into one but without extending the time for that unit.

University

English	3 hours per week
Mathematics (composite)	3 hours per week
A Language	3 hours per week
Physics	3 hours per week
Chemistry	3 hours per week
An Option	3 hours per week

18 hrs. for 27 weeks

High School

Lit. and Comp.	4 2-3 hours per week
Alg., Geom. and Trig.	8 1-3 hours per week
A Language	3 hours per week
Physics	3 hours per week
Chemistry or an Option	3 hours per week
An Option	3 hours per week

25 hrs. for 38 weeks

This arrangement is not merely clever. It is positively brilliant.

In the above comparisons I have endeavored to emphasize the fact that our Senior Matriculation, taken as one separate year's work, comprises too much both in subject matter and in extent for a fair year's work. The argument that the course has been outlined by committees of teachers and we are therefore to blame is absolutely unsound. When a committee is appointed with definite limitations, it cannot be blamed for results that are directly governed by those limitations. Each committee had to do two things, namely, confine the material within a four-year course, and at the same time meet the standard required by the University. With these restrictions it is impossible for any committee to avoid an overloaded course. If the content were reduced it would fail to meet University demands, and, if it met the demands it could not be reduced. Another stock argument is that there is no special time limit placed on the High Schools. They take four or five or as many years as they like. This is much more plausible than practical. When the authorities, whether Department of Education or University, issue a curriculum specified as a four-year course, the public, both ratepayers and parents, have a right to expect that it can be accomplished reasonably within that limit. They have a right to consider, and they do consider, that if the course is not successfully completed in four years, there is something radically wrong with the staff of teachers. This four-year course, with its overcrowded fourth year, is placing our High School teachers in a false position with regard to ratepayers and parents. Furthermore, so long as it is called a four-year course, we are obliged to make out our timetables on that basis. Instead of making provision for what our students can reasonably accomplish we must overburden the whole student body in order that a handful may have the opportunity to graduate in the four years. This is the chief reason for so many repeaters from year to year with the consequent tangling up of timetables.

Several years ago when a discussion similar to this arose and when several of us, including Mr. C. O. Hicks, Principal of Victoria High School, Edmonton, urged this Convention to recognize our four-year curriculum as overburdened, and to recommend that it be reorganized on a five-year basis, or else reduce the fourth year to eight units, this Convention took the stand that four years should be ample to cover the course, and if the course were too heavy it should be reduced and made to fit into four years. Since that time nothing of real value has been accomplished except to attempt to pare down a unit here or there. The argument at that time was that many parents required their children to get out and begin to earn to assist in relieving the family budget. Now, valid as such argument was then, it no longer holds. Among other things this depression has deprived the majority of 'teen age boys and girls of all hope of employment, and has reduced their time to an insignificant factor so far as their money-earning capacity is concerned. We know that this is likely to continue for some time. What reason is there then for crowding our students through an altogether too heavy four-year course just to have them graduate at sixteen or seventeen years of age and then find nothing to do for the next two years. It

is like speeding at sixty miles an hour to a picnic. You arrive at breakneck speed only to spend the rest of the afternoon throwing pebbles into the lake, after having risked the lives of yourself and passengers on the road.

Since we have reached an economic state in which time to the 'teen age students is of little significance, is this not a golden opportunity to quit attempting to pare down units or reduce the course, but rather to keep our subject matter up to as high a standard as any province of the Dominion, and organize our High Schools on a five-year basis, of which the first four will be required for Junior Matriculation, and the fifth, or Senior Matriculation year so organized as to be reasonably within the ability of an ordinary student? The advantages of this are many. A few of the most important are:

1. No year need be too heavy or overburdened. Our repeaters will be fewer in number.
2. The University will have greater confidence in our High School graduates. Every University faculty will profit by having better prepared entrants.
3. The High Schools will benefit greatly from the added year of maturity of the students in the senior year.
4. The standard of individual units need not be reduced.
5. The whole High School standard will compare favorably with any in the Dominion.

What course of action then should be recommended? First, if this Convention still cannot see its way clear to supporting the idea of a five-year course, then let us urge, not that the content of the individual units be reduced but that the number of units for entrance into any faculty be not more than eight and preferably seven. It must be recognized that the various faculties of the University, by demanding nine units, which they know perfectly well are beyond the capacity of seventy per cent. of the students, have merely forced a five-year course upon us without it openly being called such. We are already in a five-year course. Don't make any mistake about that. But we are in it, as it were, under false pretences. What we are contending is that a four-year course ought to be in reality a four-year course, and not a camouflaged five-year one.

Our preference, however, is that the course be organized and officially sanctioned as a five-year course for the reasons already stated. It should be so organized that no year would require more than seven units, but with sufficient options in each to meet all requirements. Each faculty of the University should have the privilege of selecting the subjects for entrance, especially to its second year, but should be given distinctly to understand that seven units be the maximum that it is entitled to demand from Senior Matriculants. If Toronto can do this, so can Alberta. I believe the University faculties will co-operate fully in this when once it is realized that the matriculants are coming to them with a year more of groundwork, maturity and development, and when it is realized that no faculty will suffer through lack of its students knowing a subject or subjects that are of no practical value to them in that particular faculty. Latin, for instance, for Dentistry, Biology for Engineering, Trigonometry for Law. No-

body would object to such requirements if they were not the added burdens that break the poor camel's back. There is a full and complete year's work in seven units, and there is no faculty but can perfectly safely confine its requirements to this number.

Now at this time no change should be made that is going to cost an added cent of taxation. Let me assure each delegate that the proposed change need not do so. In the outline we already have thirty units. It is not so much a matter of adding or subtracting as of redistributing with possible minor adjustments. No text need be changed other than in the present manner. No new accommodation need be required. All the 'teen age children are now in our High Schools doing something or other, even many Normal graduates. There can't be any more increase of numbers under any system. Today no parent is anxious for speedy graduation, but is rather finding one excuse and another for sending children back after graduation rather than have them loafing around town. In Lethbridge we have one whole class of fifty just such students, averaging in age eighteen years, to whom we are giving a special commercial course. Whatever the depression has done, it is responsible for this continued attendance in High School, and since we are going to have students with us longer, it seems only reasonable that we take this opportunity of organizing the High School course on a sounder and fairer basis than it is at present.

No better opportunity could be provided so far as the value of students' time is concerned. Everyone would profit by a course that would ease the burden by increasing the time. The Universities, both our own and others, would increase the somewhat shaky confidence they appear to have in us at present, while we, as teachers, would have a much better opportunity to develop in our students a truer appreciation and a firmer grasp of the subjects selected.

The average man plays to the gallery of his own self-esteem.

The average woman sees only the weak points in a strong man, and the good points in a weak one.

—ELBERT HUBBARD.

It Doesn't Always Follow

On the first day of school, the little boys took their seats and waited until the teacher came down among them to get their names. The first one to whom she came replied that his name was Si.

"No," the teacher corrected, "you mustn't say Si. Say Silas."

Next she came to one who said his name was Tom.

"No," the teacher said, impressively, "It's Thomas."

"And now, little boy," she inquired of a little boy in the end row, "what is your name?"

"Jackass," responded the bright lad.

—Santorium Outlook.

GRADE XII MATHEMATICS

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(Editor's Note: Before reading his paper, Mr. Stanley remarked that the first part did not apply as Mr. Watson had not taken quite the line he had expected).

Mr. Watson has given us an able presentation of his views regarding the advisability of eliminating the Grade XII Mathematics, or at least a large part of it, from our High School Course of studies. The question, as I see it, simply boils down to this: Should the Grade XII course in Mathematics be destroyed, or should I say denatured? My answer is an emphatic and unequivocal "No." Such a course would be a betrayal of the welfare of the youth of this province.

I shall attempt to give you a few reasons for this belief.

In the first place, this proposal is part and parcel of a movement that has been working on this continent for the past 30 years. The movement has for its object the elimination of all the difficulties from the course of studies. So far, in Canada, we have resisted this movement and have done so fairly successfully. There is in this province unfortunately an element that would put us in the van of the same movement on this side of the line. We have done a few things already that tend in this direction. Latin has been side-tracked as a University qualification. Art 1 and other questionable units are allowed to be counted as University units. Certain other changes have been made towards scaling down the requirements. Does the mob of immature boys and girls entering our University year after year suggest making things still easier? Does the action of the University of Chicago in wiping the B.A. Course from their curriculum, taken in connection with our own easy requirements for entrance to the Arts course, not suggest that we may soon reach the same necessity? It is much easier to go down hill than to ascend. A few foolish moves such as this may easily do harm that years of effort will scarcely correct.

But, say our critics, the proposition is simply to unify our Grade XII Mathematics—not to destroy them. The idea that binding together a short treatise on Algebra, a short treatise on Trigonometry and a short discussion on Analytical Geometry unifies them, any further than they are unified by their interrelations as at present taught, is too preposterous to merit serious consideration. At present these three subjects are given 4 or 5 periods a week each, on our time-tables, and they are strenuous periods at that. With the melange suggested, this week we would teach Algebra every day, next week Trigonometry every day and the week after Analytical Geometry. Then we would try to pick up the threads of the Algebra dropped three weeks ago. In this way Algebra would get 12 or 13 weeks study in the year instead of 38 weeks. It is sheer folly to contend that more than a fraction of the present course of training could be successfully attempted. We might just as well bind together Physics and Biology and call it "popular science," or English

Literature, Composition and History and call it "Human Life" or put all the subjects in one book, and label it "Hash."

We may as well admit at once that the move would lower our High School standards. One result of lower educational standard is the glorification of the mediocre and the blanketing, as far as possible, of the mentally efficient. Because a considerable body of students cannot accomplish the difficult we propose to take from those who can, the opportunity to do so. This is bad policy.

There is at present a wide range of subjects for Senior Normal Entrance. This diploma may be obtained without taking Algebra, Geometry or Latin in Grade XII. Surely this standard is sufficiently simplified. For entrance to University or for 1st Year University work it is very necessary that a solid Mathematical foundation be laid on which to build all the higher sciences, and these same sciences are asking Mathematics for solutions to new problems faster than the Mathematicians are able to produce them.

A second reason for believing that the proposed step is wrong is because our course is even now lop-sided with a preponderance of the no-problem subjects. There is a great mass of English Literature, good, of course; four years' study on how to write and speak English, very necessary of course, but futile in so far as students may lack ideas about which to write; a great mass of History, so great that even our best teachers have to administer it pre-digested; then there is History of English Literature, etc. Our students need to be sort of super-absorbers. Even the scientific study of the English language in English Grammar is fighting for its very existence. The course in "General Science" is largely the gathering up of a lot of "information." The student absorbs it. If our students do not expect to stay out of the activities of life on graduation, they had better be put to work on real problems while at school. A few years ago our High Schools received a circular from a Government Department at Ottawa pointing out the fact that Canadian schools were not producing highly trained students in Applied Mathematics as fast as they could be absorbed in government work. Within the last two years a Calgary boy, clever in Mathematics, and who had taken an Engineering Course in Toronto, was working in a Calgary iron plant, and he was sent for by a government Department at Ottawa and is now in the Research Department testing the effects of air currents on airplanes. Strange as it may seem, the most of his time is spent in working out equations by the Calculus, not playing with toy planes.

The exponents of "General Mathematics" for Grade XII would reduce the Algebra, Geometry and Trigonometry of this grade to the status of a single subject, but would not stop there. They would put the Calculus in with the others. At least the text books that have been suggested for such a course include the Calculus. In this all-inclusive scheme the student meets the wide range of the Grade XII Algebra, the new applications of Arithmetical measurements in Trigonometry, and now is to be added to the new world of zeros and orders of zeros of the Calculus. All this in one period a day! Perhaps our friends would allow us two periods a day to do all this, at least,

until the scheme is definitely accepted. But if two periods are allowed, would not the reasonable thing to do be to teach Algebra in one period and Geometry, or one of the other branches in the second? What then happens the so-called unification?

I spoke of eliminating the difficult subjects as a general policy in education, and of this scheme as a detail in that policy. Would not this "General" mathematical subject be sufficiently difficult? It would be more than difficult. It would be impossible, if treated as a single subject. Sweeping curtailment of the problem work would have to follow. Some sort of an attempt would have to be made to cover the theory, but there would be little if any time for problems. We would read, appraise, memorize, absorb mathematical "literature." The gain of course would lie in the fact that four mathematical subjects would be wiped off the slate at one sweep. What a clearance!

No, ladies and gentlemen, this proposal is not made in the interest of Pure or Applied Mathematics, or Science, no matter who may favor it for the moment.

If Alberta makes the proposed change in her High School Course our students will be placed in a position of inferiority compared to other provinces. At present our Grade XII diploma is honoured all over the continent. Our students can go to Toronto, McGill, U.N.B., or any other Canadian University, and their Grade XII standing is honoured. The best Universities across the line will do the same. If we slash our Grade XII Mathematics, we may expect Alberta High School Graduates to be turned back to complete their course, and this at a time when elsewhere in Canada High Schools are being asked to undertake 2nd Year University work.

In the long run a diploma is worth just the effort it takes to get it. The Grade XII Mathematics admittedly is not for all. It is for those mentally fit to get it. Perhaps too many unfit are trying to get it. But that is another question. "What good will Algebra ever be to me?" asks a student looking for the easy way. "Will I ever have to work Algebra after I leave school?" Probably not, if that is how he feels about it. Neither will he have to do Geometry or recite Ancient History, or read Caesar. Whether he knows anything of Shakespeare, or can speak the language correctly will not prevent his rise in many walks of life.

"What good is Algebra to me?" he asks. I could answer, "That depends on you." It is not so much a question in this case of the subject as of the individual. Let me take an extreme case. If I were given the task of educating a chimpanzee I think I would first of all give him a course on the appreciation of spoken English. If he still had leisure for education, that might be followed up by a course in Manual Training. But Grade XII Mathematics, assuredly not! Neither would I count up his units so as to entitle him to a diploma that looks just like that received by a Grade XII graduate in Latin and Mathematics. I think you will get my point.

What gave rise to the greatest Educational revival in the world's history? Accompanying this revival in education was a tremendous advance

in all the activities of the human race. Its equal is not chronicled in the rest of human history, unless, and this is significant, it be in the present advance in Applied Science, which is another name for Applied Mathematics. The Renaissance overturned the world in its day, and strange as it may seem, the Renaissance was simply the flooding of the known world with Greek and Latin. It is simply too bad for our modern apostles of ease that such a preposterous result ever followed the study of the classics.

If you will watch comment on Educational topics you must soon be impressed with the distance the movement for the elimination of the difficult in education has advanced. Only this Fall a Calgary daily paper contained an article advocating the abandonment of efforts to make education exact its requirements. It was claimed that a "general" knowledge of what is now taught as *exact* science or mathematics is all that should be attempted in our schools. As I understand it, it would replace a course in Mathematics with a course about Mathematics. The same comment could be made about any other branch of learning. Let us have a course about Science (or another one), or a course about Art, etc. That is the goal of our "generalization."

As soon as we remove the difficult and exact from our High Schools we lower the standards throughout our whole educational structure. The longer I spend in an educational institution the more convinced I become that a good Grade XII is the corner stone of the edifice, linking up as it does with the students who go to the University on the one hand and the teachers who man our public schools on the other. Allow me to refer you to "*The Literary Digest*" of September, 1931, speaking of conditions in the wealthiest country in the world. If the 152,000 teachers teaching 152,000 one-roomed schools in the United States stood shoulder to shoulder the line would be 87 1-10th miles long. Beginning with those having the poorest qualifications, we would pass a line 8 1-2 miles long before coming to a teacher with 2 years High School training, 43 miles before encountering one with a High School diploma and 74 miles before encountering one with college training. Consider the educational standing of graduates from these schools, the inevitable scaling down of the High School curriculum to meet them. No wonder High School training is limited to 4 subjects at a time. The vicious circle is complete.

Ladies and gentlemen, this is no time for hauling down educational standards. The present provides the greatest opportunity we ever had. Scores of brilliant boys and girls are in our High Schools who would be in some business or factory payroll if they could be placed there. Away with "general" this and "general" that! Let us give them the best we have, and who can estimate the result?

(Editor's Note: The two foregoing papers were delivered to the recent convention of the Alberta School Trustees' Association, held in Calgary).

OUR YOUNG PEOPLE—HOW SHALL THEY MEET TOMORROW?

Dr. C. A. Sables, Stettler.

(An address delivered to the Rotary Club)

During such periods of financial depression the thinking public are asking and seeking the reason for the present situation. A careful survey and a thorough analysis of our social and economic policies is being made by many. During this searching after truth many unpleasant facts and truths are being brought to our attention. Among the social policies that are being overhauled is the policy governing the education of our children, its aims, its objective. We are being rudely awakened to the fact that our educational opportunities have not kept pace with the rapid advances in all other lines; that our present opportunities of education are not giving the best foundation for citizenship to the majority of our boys and girls, especially throughout the smaller centres and rural districts.

Every prominent educationist is passing through trying times at present. They are facing and trying to solve many new problems. The old placid repeating year after year methods are being rudely questioned and those who are fixed in their ways and will not change are having a hard time to justify their position, while those who are open to new ideas are worrying as to what is right and best, trying to avoid mistakes and yet appreciating the necessity of moving forward to meet changing conditions.

Dr. R. C. Wallace, President of the University at Edmonton, has recently given three lectures in Toronto on the subject of Liberal Education in Modern Times which are causing some thinking among educationists.

Dr. Jacks, Principal of Manchester College, Oxford, England, expresses the broader idea of education thus: "The main object of an education should be to endow every member of the rising generation with some kind of skill, which he can exercise for the good of society and for his own enjoyment as well. A training that will produce Social Competence; which consists of two things, first a capacity to earn one's living by doing socially valuable work coupled with a desire to do that work in the best way; second, a capacity to spend one's leisure in ways that are personally enjoyable, without making oneself a nuisance to others and a tax on the productive capacity of society."

Babson says, "Our leisure hours rather than our working hours determine our character and the character of the nation."

As a general policy it is said that the subjects of our study should be those things we use during our lifetime. The studies should fit the man both for the period of work and the period of leisure. They should add to our usefulness in our work and to our enjoyment of our leisure hours—the tools of life.

With these ideas in mind how does it appeal to you that our educational offerings measure up? Are we fitting our boys and girls along these lines to the best of our knowledge and ability?

When we speak of educational opportunities, we think not of the selected few but of the 85 per

cent. that do not have the white collar jobs, we think of those who are doing the bulk of the world's work; those who do not belong to the professional class; those who are not by training and natural ability, leaders. Our schools in the past have always aimed at the higher academic education, the cultural training, and the High Schools especially have always adapted their courses to that end. Our own school is being carried on for the selected few, as it were; we offer only the Normal Entrance and Matriculation courses, as do the majority of schools throughout the Province. These have been the standards of High School education for so long a time that the public generally has accepted them as being necessary to a liberal education and any attempt to introduce practical subjects will be resented by some of our old style educationists.

We cannot afford under the present system to offer practical and technical courses in our smaller centres as we would like; and which should be offered if we were treating all of our boys and girls as we should. It is estimated that not more than 15 per cent. get a direct utilitarian value from their High School course. This we submit is not just nor is it using the taxpayers' money to the best advantage for the children of the majority of those taxpayers.

Changing economic conditions demand a revision of our educational policies.

What, do you ask, is the Alberta problem and how does it affect us?

We have two problems in education facing us that are serious and demand attention. The first one is the matter of more liberal and practical education in our Public and High Schools. One solution for this is the larger areas and Central High Schools, supported by a large enough area so that the expense comes within a reasonable sum on the part of each one within the area. Then we can afford the various courses that will lead to a broader, a more liberal and practical education. The second problem concerns those who are leaving High School unfitted for a job of any kind and facing the unemployment situation as it is today with too long a time for them to wait for work without causing serious injury to their character.

We have at present a surplus of man-power, which is world-wide; this has been increasing more rapidly during the last ten years than ever before. It has been greater than it otherwise would have been, because of the financial depression which has thrown additional millions out of work, so that the unemployment that was due to the natural trend of events added to the unemployment due to the financial depression has created a situation that is alarming the whole world. When this depression is over we will find that the unemployment situation is still our greatest economic problem.

It will take years to adjust our employment needs to our surplus of man-power, so that every man has a job. During this period of readjustment who are the most likely ones to be without work? I take it that those who are not able to offer any special knowledge or experience will be the last to secure work. The inexperienced and those without special qualifications will be our young people of the rising generation. Unless

they work for Dad or have some special "pull" where are they going to get a job?

Formerly when a boy quit school he went out and got a job—any old job so long as it was work. If he didn't like the job or did not make good he was fired and he easily found another job and so on until he found a place and work that suited him and then he learned the business on the boss' time; or possibly he stayed on in the same place he started even though he did not like it and grumbled the rest of his life because the work was not what he was best fitted to do—plodding along doing his work just well enough to get by—without ambition or pleasure in his work—a square peg in a round hole.

Now, I think we will see a different attitude taken by the employer, with this surplus of man-power, the employer can be more critical and the tendency will be to get the most available for his money. What will he look for in a man? Personality—Ability—Character—Knowledge—Skill—Experience. While our boys may have the first three they have had no chance to acquire the last three.

How many of you are using any number of your High School studies in your daily lives or have followed them up for the love of it since you left school? Some of them I hope. How much Latin do you use in selling cars or running a garage, how much do you use your Algebra, your Geometry or your "Trig." at any time? We do not wish to depreciate the value of these subjects, even for men who have never used them since school, but is it not possible that the time spent on many of them might not have been more profitably spent on some other subject. The real test of the value of any subject is based on the amount we use it during our lifetime, either during our working hours or our hours of leisure.

What are the special subjects you and I would take up if we were permitted to do it all over again? One thing I am sure we would all insist on—some knowledge and experience in public speaking. We are all bothered greatly when we are called upon to address an audience, our legs shake, our tongue gets dry, our voice trembles and thoughts will not come. I think most of us would like to know something more about music so that we could enjoy the better class of music more than we do, if it has a good swinging air that's fine but when it gets away from that the most of us are lost. I think we would like to know something of Art. How many of us can look at a picture and get the real thrill that those who have that special knowledge do get? I have in my home a small painting that I bought at an exhibition of paintings on the advice of an artist friend. He went into raptures over it and explained to me that it contained five problems in light that were exceptionally well done. I have many pictures that I enjoy more, simply because I cannot appreciate good work. There are many other subjects with which we wish we were better acquainted. You as business men have learned your trade or business by the elimination method, but what of your boy and mine?

We who are older and are watching the trend of events are probably better able to see what the immediate future holds for our young people than

they themselves. It is to us that the duty falls to see that they have the opportunity of preparing themselves for the strenuous times that are ahead of them.

Mass production, automatic machinery and greater efficiency in all classes of work will continue the unemployment problem until the work that is to be done is divided among the whole number and every man has a job. That will shorten the hours of labor, either a six-hour day or a five-day week. This at once brings up the question of how will we use our hours of leisure. Those who have many ways of enjoyment will not be apt to go to excess in any one of them but those whose education is limited and whose means of enjoyment are limited to a few pleasures and possibly some of them of doubtful value are apt to go to excess and render themselves unfit for the hours of work. So if possible increase their range of pleasurable enjoyments.

During this period of readjustment what will our boys be doing? Those that are of High School age will probably be at school, there is nothing else for them to do. We see at the present time in every High School in the province, a larger attendance than ever before. But what of those who have left school with no job in sight, what are they to do? The chance of getting work is very slim. Must they loaf around doing nothing as is happening in England under the dole system? A few years of that and they are ruined for life, they will have no desire to work and many certainly will not work so long as they can get a living without work and feel that the country owes them that living. There is a lot of philosophy in the idea that Satan finds work for idle hands.

Following this financial depression Dad will be fixing up his fences and will need every dollar that he can secure. He will not be able to send his son to the University or the Technical School. What can these boys do or where can they go? The situation is not hopeless, it is possibly the best thing that could have happened if we are wise enough to take our lesson from the situation and start something that will give these boys and girls the chance they should have.

Why should these boys waste this valuable time in idleness, when they are in the formative years, those years when the securing of knowledge and skill are the most easily acquired. Why not improve these years of unemployment by securing more and more of the right kind of education to better fit themselves for the work and enjoyment of life so that they may have some skill and knowledge to offer an employer when the opportunity does come, for come it will and the better people are fitted the sooner it will come.

We have in this province a number of Agricultural Schools that have been closed. The buildings and the equipment are still there. Suppose we open them again and offer some practical courses, technical and correspondence courses to all those who really want an education enough to be willing to work for it. By this method of selection we will secure the very cream of the province and those who will ultimately rule and govern in all large matters.

Let these boys put in about four hours a day working at productive work which will give them the necessities of life. The land at these schools will support a very large number of boys, they can do all their own work just as they would in the army, they could raise almost all their own food. No boy would be allowed there who did not do his share of the work. No one would be allowed to pay for his board or have anything different from any of the others.

Then they would put in four hours a day at studies. Technical work of all kinds could be offered at moderate cost, a great deal can be done with but little equipment, all kinds of material can be secured from the large industrial concerns for the advertising value alone. Dr. Carpenter of the School of Art and Technology at Calgary would assist greatly in any such scheme. Much of the lecture work could be given over the radio as these lectures were being given to students at the "U." Correspondence courses of all kinds could be carried out under the supervision of the local instructors and forwarded to the proper departments for correction. With a surplus of teachers employment could be provided for a number pending better openings. Such a school might take a little longer to get results but if the students are getting a valuable start in life that time is well spent.

Then there would be two hours of supervised recreation for we must learn to play and play properly; that means learning under proper instructors. If we are going to have longer hours of leisure we must use them as Dr. Jacks says "in ways that are personally enjoyable without making oneself a nuisance to others." The many ways include more than just play in the common acceptance, play in the form of Dramatic Clubs, Musical Societies, Literary and Debating Societies, Art Groups, Golf, Tennis, Dancing, Badminton, Gymnasium work, various group games. Each man to his inclinations but always under a coach so that he may get the best out of whatever he undertakes.

As compared with the University where it costs the Province several hundreds of dollars for each student, such a school could be run for a very small amount per student and fill a place in our educational policy that is very much needed at present and some modification of some such idea will be needed in the years to come. It will take care of part of the young people who will otherwise have great difficulty in securing their proper place in the world. It will help them to establish and maintain habits of regularity and industry; to earn their own living while learning; to maintain their self respect and to know they are not dependent on "relief" during the unemployment period; to develop character, ability and skill; to develop real men who are prepared to take a place and do a man's work in the world as soon as the opportunity offers.

We will leave this idea with you, let it not be a mere matter of entertainment, but for the sake of the rising generation who are soon to take our place in the world give it your serious consideration in your quiet moments when a man does his real thinking.



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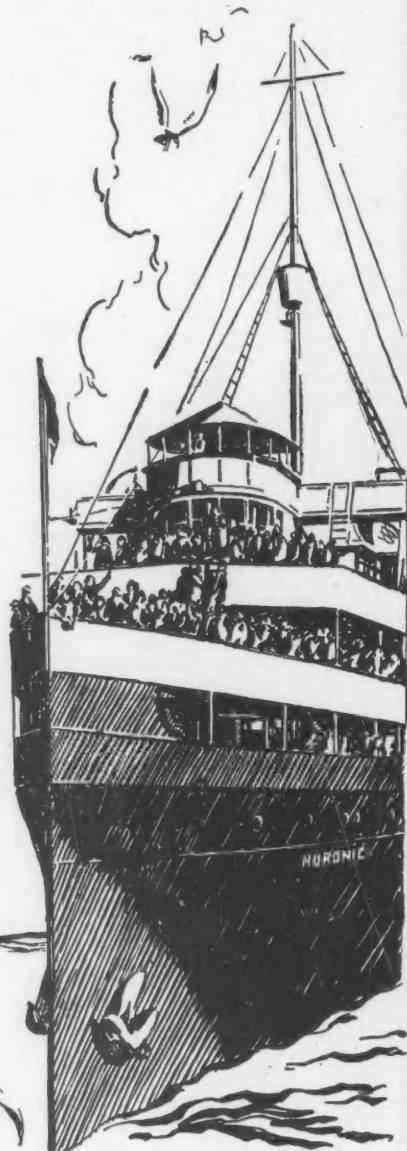
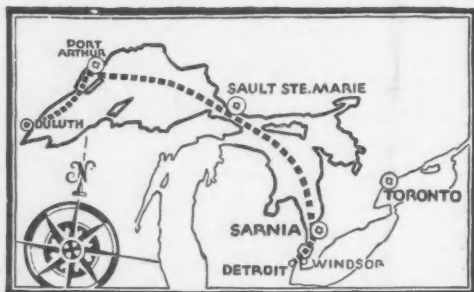
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